

**Tennessee Board of Regents
March 2004**

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STATE OF TENNESSEE
COMPTROLLER OF THE TREASURY

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John G. Morgan
Comptroller

March 15, 2004

The Honorable John S. Wilder
Speaker of the Senate
The Honorable Jimmy Naifeh
Speaker of the House of Representatives
The Honorable Thelma M. Harper, Chair
Senate Committee on Government Operations
The Honorable Mike Kernell, Chair
House Committee on Government Operations
and
Members of the General Assembly
State Capitol
Nashville, Tennessee 37243

Ladies and Gentlemen:

Transmitted herewith is the performance audit of the Tennessee Board of Regents. This audit was conducted pursuant to the requirements of Section 4-29-111, *Tennessee Code Annotated*, the Tennessee Governmental Entity Review Law.

This report is intended to aid the Joint Government Operations Committee in its review to determine whether the board should be continued, restructured, or terminated.

Sincerely,

John G. Morgan
Comptroller of the Treasury

JGM/dww
03-068

State of Tennessee

Audit Highlights

Comptroller of the Treasury

Division of State Audit

Performance Audit
Tennessee Board of Regents
March 2004

AUDIT OBJECTIVES

The objectives of the audit were to review the board's legislative mandate, the extent to which the board has carried out that mandate efficiently and effectively, the board's efforts to address the findings of the prior performance audit, and to develop possible alternatives for legislative and administrative actions that could result in more efficient and effective operations of the board.

FINDINGS

Tennessee Technology Center Central Office Integration of Long-Range Plans and Program Plans Can Be Improved

Tennessee Technology Center five-year strategic plans do not always address the program standards. Program plans are required to address the three program standards relating to program completion rates, placement rates, and student-to-faculty ratio. Also, the long-range plan objectives do not always specify performance targets or implementation dates (page 32).

The Tennessee Board of Regents Does Not Have an Audit Committee

The board needs to create a system in which upper management, including internal audit, can easily bring issues to the attention of the board,

and in which board members assume an active oversight role in the activities of the central office. The presence of an audit committee could encourage the reporting of questionable activities and should promote greater fiscal responsibility and ownership of fiscal matters with management at the central office and the board (page 34).

Observations and Comments

The audit also discusses the following issues: articulation, capital maintenance, remedial programs, program accreditation, persistence-to-graduation rate, low-producing academic programs, and the monitoring of low-producing vocational technology programs (page 6).

Performance Audit Tennessee Board of Regents

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Performance Audit Tennessee Board of Regents

INTRODUCTION

PURPOSE AND AUTHORITY FOR THE AUDIT

This performance audit of the Tennessee Board of Regents was conducted pursuant to the Tennessee Governmental Entity Review Law, *Tennessee Code Annotated*, Title 4, Chapter 29. Under Section 4-29-225, the Tennessee Board of Regents is scheduled to terminate June 30, 2004. The Comptroller of the Treasury is authorized under Section 4-29-111 to conduct a limited program review audit of the board and to report to the Joint Government Operations Committee of the General Assembly. The audit is intended to aid the committee in determining whether the Tennessee Board of Regents should be continued, restructured, or terminated.

OBJECTIVES OF THE AUDIT

The objectives of the audit were

1. to determine the authority and responsibilities mandated to the board by the General Assembly;
2. to determine the extent to which the board has fulfilled its legislative mandate and complied with applicable laws and regulations;
3. to determine the board's efforts to address the findings in the prior performance audit concerning articulation, remedial/developmental programs, low-producing academic programs, deferred maintenance, program accreditation, persistence-to-graduation rate, and a long-term strategic plan for Tennessee Technology Centers; and
4. to recommend possible alternatives for legislative or administrative actions that might result in more efficient and effective operation of the board.

SCOPE AND METHODOLOGY OF THE AUDIT

The audit reviewed the activities of the Tennessee Board of Regents from fiscal year 1998 through fall semester 2003. The audit was conducted in accordance with the standards applicable to performance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. The methods used included

1. a review of applicable statutes and rules and regulations;
2. an examination of the board's records, documents, and policies and procedures; and
3. a review of prior performance audits, financial and compliance audit reports, audit reports from other states, and federal audits.

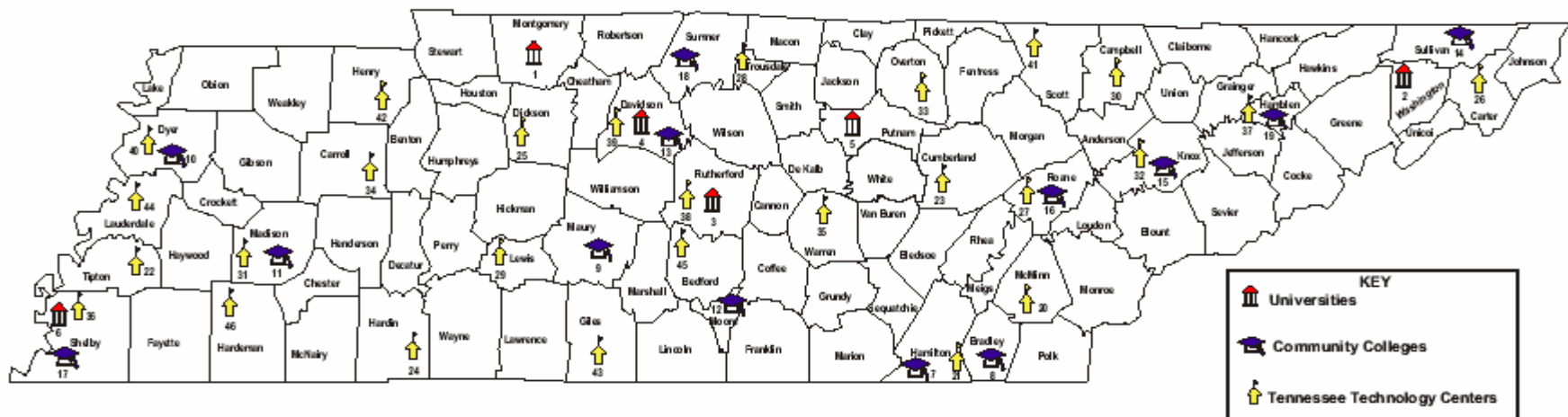
ORGANIZATION AND RESPONSIBILITIES

The Tennessee Board of Regents was created in 1972 by the General Assembly as the governing body of the State University and Community College System of Tennessee. At that time, the member institutions of the system were the state universities and community colleges formerly governed by the Tennessee Board of Education. In 1983, the General Assembly transferred the technical institutes and area vocational technical schools (now called Tennessee Technology Centers) to the TBR system. (See map of the Board of Regents institutions on the following page.)

The composition and powers of the board are set forth in *Tennessee Code Annotated*, Sections 49-8-201 through 49-8-203. The board consists of 18 members: 12 lay citizens appointed for six-year terms by the Governor from each of the state's nine congressional districts and three grand divisions; one faculty member appointed by the Governor for a one-year term; one student from among the system institutions appointed by the Governor for a one-year term; and four ex-officio members—the Governor, the Commissioner of Education, the Commissioner of Agriculture, and the Executive Director of the Tennessee Higher Education Commission, who is a non-voting member. The auditors reviewed the composition of the current board and determined that as of September 2003, the board membership complied with statutory requirements.

The board is responsible for assuring lay and public direction in postsecondary education. Members serve without compensation and meet at least four times a year in regular session; called sessions are convened occasionally for special purposes. As a legislative entity, the purpose of the board is to govern and manage the system. It is empowered to employ the system chancellor and define his duties; select and employ presidents of the institutions; confer tenure and approve promotion in rank of system faculty; prescribe curricula and requirements for diplomas and degrees; approve the operating and capital budgets of each institution and otherwise set policies for their fiscal affairs; establish policies and regulations regarding the campus life of the institutions; and assume general responsibility for the operations of the institutions while delegating specifically to the presidents such powers and duties as are necessary and appropriate for the efficient administration of their respective institutions and programs.

Tennessee Board of Regents Institutions and Technology Centers



Universities

- 1 Austin Peay State University
- 2 East Tennessee State University
- 3 Middle Tennessee State University
- 4 Tennessee State University
- 5 Tennessee Technological University
- 6 University of Memphis

Two Year Inst./Community Colleges

- 7 Chattanooga State Tech Community College
- 8 Cleveland State Community College
- 9 Columbia State Community College
- 10 Dyersburg State Community College
- 11 Jackson State Community College
- 12 Motlow State Community College
- 13 Nashville State Tech Community College
- 14 Northeast State Tech Community College
- 15 Pellissippi State Tech Community College
- 16 Roane State Community College
- 17 Southwest Tennessee Community College
- 18 Volunteer State Community College
- 19 Walters State Community College

County Location

- Montgomery
Washington
Rutherford
Davidson
Putnam
Shelby

- Hamilton
Bradley
Maury
Madison
Moore
Davidson
Sullivan
Knox
Roane
Shelby
Sumner
Hamblen

TN Technology Centers

- 20 Athens
- 21 Chattanooga*
- 22 Covington
- 23 Crossville
- 24 Crump
- 25 Dickson
- 26 Elizabethton
- 27 Harriman
- 28 Hartsville
- 29 Hohenwald
- 30 Jacksboro
- 31 Jackson
- 32 Knoxville
- 33 Livingston
- 34 McKenzie
- 35 McMinnville
- 36 Memphis
- 37 Morristown
- 38 Murfreesboro
- 39 Nashville
- 40 Newbern
- 41 Oneida
- 42 Paris
- 43 Pulaski
- 44 Ripley
- 45 Shelbyville
- 46 Whiteville

County Location

- McMinn
Hamilton
Tipton
Cumberland
Hardin
Dickson
Carter
Roane
Trousdale
Lewis
Campbell
Madison
Knox
Overton
Carroll
Warren
Shelby
Hamblen
Rutherford
Davidson
Dyer
Scott
Henry
Giles
Lauderdale
Bedford
Hardeman

* Chattanooga TTC is a department of Chattanooga State CC

According to the board's website, the board's policies and practices reflect decentralized decision-making and operations. Standardized policies are established to ensure institutional accountability while maintaining campus prerogatives.

The board maintains a committee structure through which all policies and other significant considerations are deliberated. Board members, as well as student and faculty representatives from the institutions, serve on these major committees: Academic Policies and Programs; Finance and Business Operations; Personnel; Student Life; Tennessee Technology Centers; Compensation; and Business, Community and Public Affairs. Additional committees are established on an ad hoc basis to address special concerns.

The chancellor is the chief executive of the system and is empowered to act on behalf of the board. The chancellor and his staff serve at the pleasure of the board and perform those duties prescribed by the board. As the board staff, they ensure implementation of board policies and directives, initiate and conduct studies, serve as liaisons between the institutions and other state offices, provide certain centralized services, and provide leadership in the management of the system. (See organizational chart on the following page.)

The board subscribes to a concept of strong presidencies in which the president is the chief executive officer of the institution with broadly delegated responsibilities for all facets of campus management and operations. The president serves at the pleasure of the board, reports to the board through the chancellor, and is the official medium of communication between the campus community and the chancellor. Students, faculty, and staff share responsibilities in campus governance.

REVENUES AND EXPENDITURES

The Tennessee Board of Regents had a Beginning Unrestricted Current Fund Balance of \$73.7 million at July 1, 2002. During fiscal year 2003, the board had total revenues of \$1.2 billion and total expenditures and transfers of 1.2 billion. Other additions brought the Ending Unrestricted Current Fund Balance to \$74.6 million as of June 30, 2003.

Restricted revenues and expenditures must be used for specified purposes. In fiscal year 2003, restricted revenues were \$388.7 million and restricted expenditures were \$378.4 million.

TENNESSEE BOARD OF REGENTS
Organizational Chart
November 1, 2003

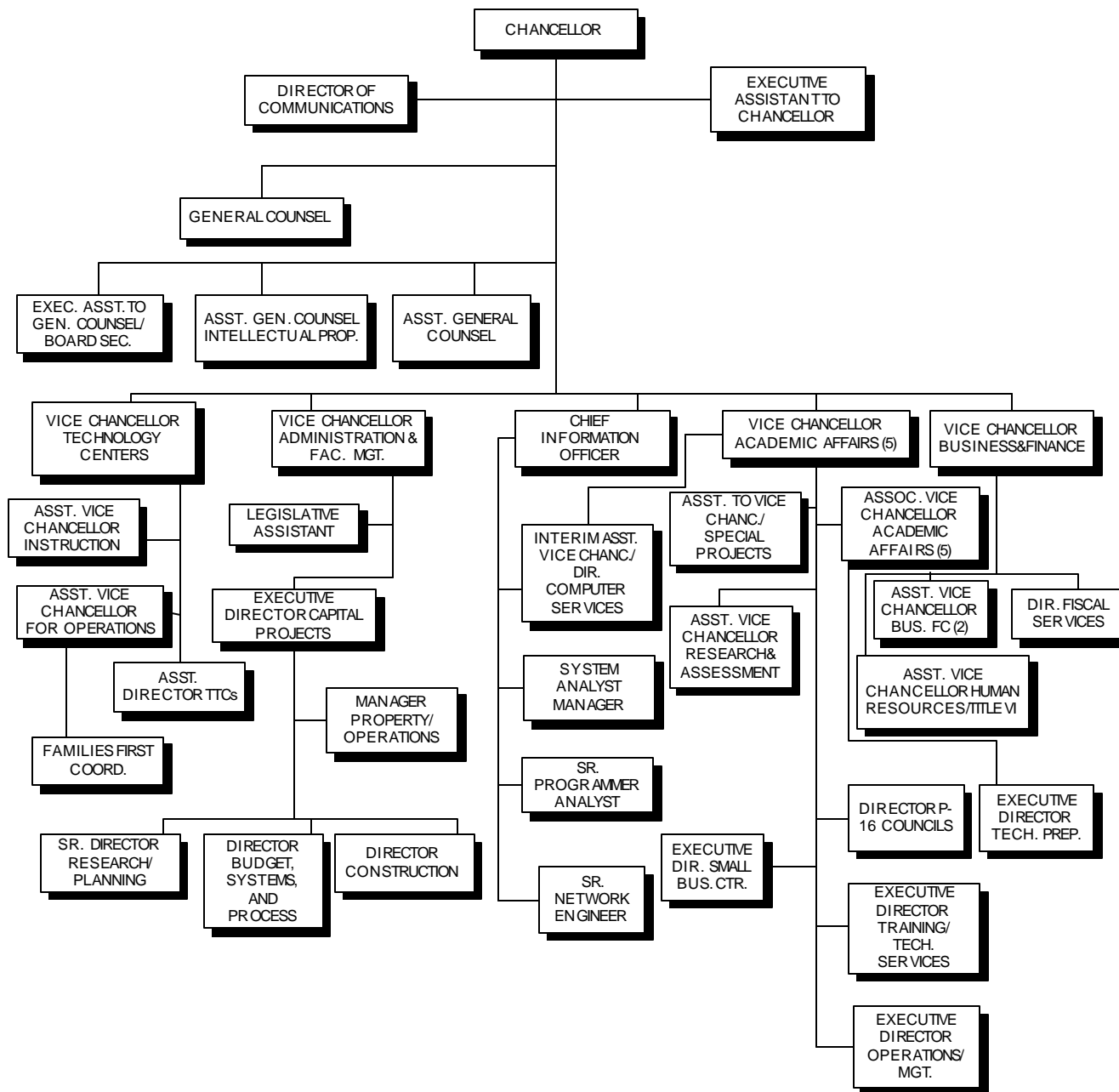


Exhibit 1
Tennessee Board of Regents
Summary of Unrestricted and Restricted Current Funds Available and Applied
June 30, 2003

Unrestricted Current Fund Balance at Beginning of Period (7/1/2002)	\$ 73,713,226
Total Revenues	1,212,340,553
Total Expenditures & Transfers	-1,214,435,735
Other Additions/Deductions	<u>2,963,663</u>
Unrestricted Current Fund Balance at End of Period (6/30/2003)	\$74,581,707
Restricted Revenues and Expenditures	
Total Restricted Revenue for TBR System	\$388,650,377
Total Restricted Expenditures for TBR System	<u>-378,428,099</u>
Restricted Revenues (not utilized in FY 2003)	\$10,222,278

OBSERVATIONS AND COMMENTS

The issues discussed below did not warrant findings but are included in this report because of their potential effect on the operations of the Tennessee Board of Regents and on the citizens of Tennessee.

ARTICULATION

In the 1996 Tennessee Board of Regents' (TBR) performance audit, there was a finding concerning the transfer of course credits from two-year institutions to four-year institutions. The finding reported that state universities in both the TBR and University of Tennessee system (UT) institutions did not always grant credit for courses taken at community colleges. A major reason cited for refusing to transfer credit was the lack of course equivalency and level (i.e., the nearest equivalent course at the university is taught at the upper level). Two types of courses considered difficult to transfer were computer science and mathematics. Difficulties in transferring credits forced students to

unnecessarily retake courses resulting in increased costs to students, parents, and the state.

In 2000, the Tennessee General Assembly passed legislation, Section 49-7-202[e], *Tennessee Code Annotated*, mandating the transferability of 60 semester hours effective at all public institutions of higher education in Tennessee. A transfer track module that incorporates minimum degree requirements for both the TBR and the UT system was developed by the Tennessee Higher Education Commission (THEC) for implementation in the fall semester 2001. The University Track Program consists of 60 semester hours in eight categories of courses and includes a provision to incorporate 12 to 15 semester hours of pre-major courses and/or electives. Completion of the module permits students to transfer courses for full academic credit to any public university in Tennessee. The courses in Categories 1 through 7 include all 32 semester credit hours of the Minimum Degree Requirements established by the TBR and the minimum General Education courses identified by UT. Universities may have certain other General Education requirements for specific majors. Category 8 represents the minimum Pre-Major/Major Elective requirements that are unique to each student's major.

Students planning to transfer to a public university must work with their academic advisors to ensure that all courses taken within the categories are appropriate to their intended majors.

The categories of courses include the following:

- Category 1: Two English Composition Courses (normally 6 credit hours): Analytic and expository writing.
- Category 2: Two Mathematics Courses (normally 6 credit hours): Solving quantitative and logical problems numerically.
- Category 3: Two Science Courses (normally 6-8 credit hours): Using scientific principles to describe the natural world in disciplines such as biology, chemistry, geology, and physics.
- Category 4: Five History and Humanities Courses (normally 15 credit hours): Analysis and performance courses in disciplines such as literature, speech communications, theater, art, and music. History courses (normally 6 credit hours), including American History as required by *Tennessee Code Annotated*, Section 49-6-1202.
- Category 5: Two Social/Behavioral Science Courses (normally 6 credit hours): Theory, practice, and analysis in disciplines such as anthropology, criminal justice, economics, political science, psychology, and sociology.
- Category 6: Two Multicultural and Interdisciplinary Courses (normally 6 credit hours): Courses with an international dimension or which explore

human civilizations and cultures; courses which explore issues across disciplines; and foreign language courses that include practical skills for speaking, listening, writing, reading, and cultural understanding. Intermediate foreign language is required for the majority of Bachelor of Arts degree majors and for selected Bachelor of Science degree majors.

- Category 7: Two Physical Education Courses (normally 2 credit hours): Activity skill-building courses (sports, fitness, wellness).
- Category 8: Pre-major/Major Elective Courses (normally 12-15 credit hours): Sufficient to complete the 60-hour University Track Program.

Although the courses fulfilling the minimum degree requirements may vary in design among institutions, many contain similar content. These courses are identified by common course rubrics (prefixes) and numbers in all TBR institutions to facilitate transferability.

Academic staff we interviewed at four universities indicated that the 32-hour core group of courses has allowed students to transfer to four-year institutions college credits earned at two-year institutions. Staff also indicated that the TBR institutions made great efforts to work together to ensure that the students transferring from a two-year to a four-year institution are able to transfer their hours. Faculty representatives from the two-year and four-year institutions discussed the General Education requirements and developed the common rubric, course number, and competency for the courses.

In the fall of 2004, all TBR institutions will be going to a common calendar and will require the same 41 hours of Lower Division General Education Core courses. By the fall of 2005, all undergraduate programs will be 120 hours (some exceptions will be allowed if documentation is provided to show that additional hours are needed to meet accreditation standards) and all two-year programs will be 60 hours. The two-year and four-year institutions will not be allowed to add any additional requirements to meet the 41 hour requirement for Lower Division General Education Core courses.

TBR staff stated that there are some students who still complain about credit hours that do not transfer from a two-year to a four-year institution. Some of the hours that are transferred count for college credit but may not apply to the hours needed to complete a degree. For instance, a student may transfer more than the 32-hour Lower Division General Education Core classes that count as electives, but only a limited number of the hours can actually be counted as electives to fulfill the degree requirements. Another problem is that the student might not have followed the plan that was designated in the college catalog.

The audit team reviewed the catalogs of all TBR two- and four-year institutions to determine whether the institutions' catalogs contained information concerning transferring college credits (articulation). All of the two-year institutions had articulation statements in their catalogs. The auditors found that none of the four-year institutions

had articulation statements in their catalogs, but these catalogs did have a general statement concerning the acceptance of credits from other institutions.

The audit team randomly selected 20 student transcripts and folders at each of four TBR institutions—East Tennessee State University (ETSU), Middle Tennessee State University (MTSU), Tennessee State University (TSU), and the University of Memphis (UM). TBR central office staff in Research and Assessment provided the audit team with a list of students that transferred to or from these institutions in the fall of 1999, 2000, 2001, and 2002. The audit team did not identify any problems in transferring college credits from two-year institutions to the four-year institutions in the file review. However, there were instances where some certificate or technical course credits earned at a two-year institution were not equivalent to courses at the four-year university level and, therefore, were not transferable. It appears that the board has developed policies to address the transfer of college credits from two-year institutions to four-year institutions and that the board institutions are following the policy.

CAPITAL MAINTENANCE

Capital maintenance projects, according to Tennessee Board of Regents (TBR) staff, are projects for which the primary objective is a correction of identified deficiencies in existing facilities. Examples of projects in this classification include roof replacements, building system and sub-system improvements, and energy conservation projects. Another classification of projects within capital maintenance is projects for which the primary objective is modification to existing facilities in order to make programs offered within facilities in accordance with Title II of the Americans with Disabilities Act.

The initiation of capital maintenance projects starts at the campus level. In an effort to define the direction, specify submission schedules, and be available to answer any questions, the board's Office of Facility Development initiates a series of meetings each year to assist institutions in completing their project requests. The dollar calculations of the capital maintenance projects are based on a "formula approach," communicated to the institutions by the Office of Facility Development. In generating target funding levels, Facility Development encourages the institutions to keep their minimum dollar requests at \$2 per square foot; that is, \$2 multiplied by the gross square footage for Education and General space. According to board staff, Education and General space includes all collegiate space used to train students (classroom facilities, governmental grant space being used for instructional purposes, etc.) but does not include auxiliary enterprise space such as residential halls, food service space, or intercollegiate athletic space which is not used for physical education classes (e.g., gym floor space). General elements used in the formula are gross square footage for the Education and General space, the average age of the building, and the building's replacement cost. Multiplying these elements together generates a capital maintenance target funding amount per project.

For the universities, two-year institutions, and technical colleges, the capital maintenance request amounts from 1998 through 2003 are shown in Table 1.

Table 1
Capital Funding Requests, Funding, and Resulting Deferred Maintenance
Fiscal Years 1998 Through 2003

Year	(1)CM Funding Requested	(2)CM Funding Received	Deferred Maintenance (1) minus (2)
1998	\$25,000,000	\$9,042,000	\$15,958,000
1999	27,000,000	17,820,000	9,180,000
2000	38,000,000	19,168,000	18,832,000
2001	40,000,000	10,140,000	29,860,000
2002	44,000,000	22,880,000	21,120,000
2003	46,000,000	11,260,000	34,740,000
TOTAL	\$220,000,000	\$90,310,000	\$129,690,000

Each year the dollars requested exceed the dollars received. The Office of Facility Development staff call this difference the unmet need or deferred maintenance. According to the staff, the cumulative deferred maintenance balance (1988 through February 2004) is currently estimated at \$209 million. This figure represents an estimated figure, accumulated over time, of unfunded capital maintenance projects. In other words, the projects initially were submitted to the Office of Facility Development for funding consideration, but when appropriations were made, the project requests were denied.

According to board staff, the growing deferred maintenance backlog of projects puts a number of key priority areas at risk. The institutions are reviewed periodically by several accrediting bodies: the Southern Association of Colleges and Schools, the recognized accrediting body in 11 U.S. southern states, and several program accreditation agencies. One item covered in the review is the ability of the institution to accommodate the infrastructure and structural requirements of the program course offerings. Growing backlogs suggest an institution's inability to maintain structurally sound facilities. Deferred maintenance backlogs can also adversely affect the ability of institutions to attract new faculty and students due to substandard learning environments.

According to Office of Facility Development staff, performance contracting has been initiated to reduce some of the backlog. With performance contracting, individual institutions and private contractors, under contract with the Board of Regents, are expected to identify utility cost savings. Once the savings are substantiated, it is assumed that they will be the payment source for reducing institution long-term debt to fund deferred maintenance projects. The new process provides the TBR institution the opportunity to secure non-appropriated funding versus budget appropriations to address the deferred maintenance problem. However, this assumption may contain some flaws,

especially if the savings fail to reach the desired level in any given year. For example, the amount budgeted for utility costs could be cut, or the cost of utilities could go up.

Currently, performance contracting has reached the bonding request stage with only two TBR institutions, Middle Tennessee State University (MTSU) and Tennessee State University. At MTSU, for example, performance contracting should impact \$10 million (13%) of the \$75 million deferred maintenance balance.

According to Office of Facilities Development staff, plans have been made to include other campuses in the performance contracting process by having the three organizations that have contracts with the board meet with interested campuses and perform cost-saving energy studies. However, no specific deadlines have been set.

Interviews with staff at higher education systems in other states indicated that various projects are receiving funding from a variety of other sources. Some sources include gifts, grants, and donations; joint venture arrangements with private entities; and school bonds.

Performance contracting is not the final answer to the deferred maintenance problem, but it does represent an alternative to appropriation. The board should also encourage TBR institutions to pursue these other avenues of obtaining funding to reduce accumulated deferred maintenance.

REMEDIAL PROGRAMS

The Observations and Comments in the 1996 performance audit of the Tennessee Board of Regents (TBR) noted that the percentage of first-time freshmen taking at least one remedial (basic) or developmental course in fall 1994 ranged from 32% at Tennessee Technological University to 61% at Tennessee State University. Under the terms of settlement of the *Geier* lawsuit, Board of Regents universities are required to offer remedial and developmental courses to improve the skills of students deficient in reading, writing, mathematics, and/or study skills so that the students can perform satisfactorily in college-level courses. The audit recommended that the remedial program courses be taught at the two-year institution level rather than at the four-year institution level. The board is making progress in moving all remedial courses to the two-year institutions.

According to TBR, students who did not master the basic skills (math, reading, and writing) prior to college need to take remedial (basic) courses. Students who do not go directly to college after high school and need help getting skills back up to college-level work should take developmental courses. Students must take Study Skills if they are required to take two or more basic or developmental courses during a semester.

According to the board's *Defining Our Future* (December 2001), all TBR universities were to implement plans to remove remedial-level courses from academic inventory by fall 2003. Four universities have contracted with a community college to

provide remedial courses: the University of Memphis has contracted with Southwest Tennessee Community College; Middle Tennessee State University, with Motlow State Community College; Tennessee State University, with Nashville State Technical Community College; and Austin Peay State University, with Nashville State Technical Community College. East Tennessee State University (ETSU) eliminated remedial-level courses in fall 2002. Tennessee Technological University, as of fall 2003, did not admit any student until remedial courses had been completed and has developed an agreement with Volunteer State Community College to offer the remedial courses at a location in Cookeville. Universities serving remedial-level students through alternative delivery (such as providing tutoring in a developmental class) will not receive formula funding for Full Time Equivalents (FTE) generated by the students. TBR central office staff expressed concerns that ETSU had not technically discontinued offering remedial courses to students as required by TBR guidelines. See additional discussion below.

In fall 2003, all developmental courses offered at TBR universities were funded at the same level as developmental courses offered at community colleges. Most TBR institutions have created fast-track, combination courses enabling students to complete developmental requirements faster. Several TBR institutions tested new pilot approaches, such as supplemental instruction, peer tutoring, and use of on-line tutorials.

To accommodate the placement of students into remedial and developmental programs, the Board of Regents developed the *A-100 Guidelines for Developmental Studies Program Directors/Coordinators*. These guidelines were approved by the TBR presidents in June 2003 and were intended to provide general information about the Developmental Studies Program (DSP) and to serve as uniform standards for administration of the program within the TBR system.

According to the guidelines, assessment decisions are based on valid ACT/SAT scores. Standard ACT scores used for placement decisions in the TBR system must be made available by the DSP coordinator upon request. Valid ACT/SAT scores are those earned within three years prior to the first day of a student's entering term. No program assessment is required of any student with a valid ACT composite score of 26 or higher. ACT/SAT scores, when available, will be used as the first-line tool for placement. Other assessment and/or diagnostic instruments may be used as secondary or challenge tests to provide for optimal placement decisions.

Students who are not required to undergo assessment may request testing, or instructors may recommend testing for students who did not undergo assessment but later showed deficiencies. Students who have been assessed may be moved within the program based on further assessment such as

- evaluation of high school transcripts,
- additional diagnostic testing, and
- provisions for open entry/early exit.

TBR central office staff indicated that ETSU officials had claimed to have discontinued remedial courses. However, according to academic staff at ETSU, the university does not have any agreement with a community college to take over the remedial classes. Instead ETSU staff are using a variety of holistic assessment evaluation methods to determine whether the student should be placed in Remedial or Developmental courses. We reviewed correspondence between ETSU and the TBR central office and, based on that correspondence, it appears that ETSU is placing all of the students that have below standard ACT scores (19 or lower) into developmental courses. For fall 2002, the university placed 100% of the students who should have been considered for remedial courses in developmental courses with the following results:

- Of 13 students placed in Developmental Reading, 3 (23%) received a grade of “F.”
- Of 64 students in Developmental Writing, 15 (23%) received a grade of “F.”
- Of 93 students placed in Developmental Math, 47 (51%) received a grade of “F.”

The TBR central office staff are concerned that ETSU is placing students who should be in remedial courses in developmental courses so that the university’s FTE numbers and funding are not reduced. The TBR central office has addressed this concern by stating that if the office feels that the guidelines are being circumvented, the central office will still back out of the funding formula those students who should have been placed into a remedial (basic) program.

For the academic year fall 2000 to fall 2003, there was an increase in the total number of students enrolled in Tennessee Board of Regents colleges and universities (Table 2). It appears that the total number of students (two-year and four-year students combined) enrolled in basic courses remained the same each fall, developmental course enrollment slightly increased each fall, and the number of students enrolled in both basic and developmental courses stayed about the same (Table 3). The same analysis was made of the number of students enrolled in these programs in the spring semester (Table 4). The number of students in basic courses increased slightly, developmental enrollment increased, and the number enrolled in both basic and developmental courses increased slightly. The student enrollment in basic, developmental, and basic/developmental courses at the four-year universities remained relatively constant from spring 2001 to spring 2003 (Table 4).

The information provided in Table 5 indicates that all of the four-year institutions except ETSU have met the goal to not have four-year faculty teaching remedial courses by fall 2003. Four of the institutions have contracted with two-year institutions to provide instructors for remedial courses.

It appears that the TBR institutions are in compliance with the board's decision to remove basic (remedial) programs from the four-year institutions with the exception of ETSU. The central office is addressing this issue.

Table 2
Fall 2000 Through Fall 2003 Faculty and Student Enrollment
Tennessee Board of Regent Universities and Community Colleges

	Fall 2000				Fall 2001				Fall 2002				Fall 2003			
	Total	Black	White	Other	Total	Black	White	Other	Total	Black	White	Other	Total	Black	White	Other
<u>University Faculty</u>																
Administrators	347	60	283	4	349	61	284	4	347	63	280	4	339	66	269	4
Faculty	3,092	327	2,521	244	3,097	330	2,513	254	3,165	325	2,566	274	3,215	323	2,590	302
Professionals	1,370	288	1,049	33	1,466	303	1,122	41	1,487	290	1,152	45	1,564	315	1,193	56
Total	4,809	675	2,853	281	4,912	694	3,919	299	4,999	678	3,998	323		704	4,052	362
		14%	60%	6%		14%	80%	6%		14%	80%	6%		14%	79%	6%
<u>Community College Faculty</u>																
Administrators	144	31	113	0	131	25	106	0	146	28	117	1	173	31	140	2
Faculty	1,246	136	1,083	27	1,247	139	1,083	25	1,231	136	1,067	28	1,645	167	1,437	41
Professionals	494	105	384	5	543	120	414	9	539	124	406	9	696	144	540	12
Total	1,884	272	1,580	32	1,921	284	1,603	34	1,916	288	1,590	38	2,514	342	2,117	55
		14%	84%	2%		15%	83%	2%		15%	83%	2%		14%	84%	2%
<u>Student Headcount Enrollment (Full and Part-Time Students)</u>																
<u>Universities</u>																
Undergraduates	62,343	14,983	44,248	3,112	63,846	15,280	45,257	3,309	65,068	15,333	46,132	3,603	66,092	15,647	46,563	3,882
Graduates	11,319	1,938	8,162	1,219	11,589	2,151	8,156	1,282	11,802	2,320	8,158	1,324	12,267	2,620	8,329	1,318
Law	425	54	360	11	413	56	345	12	474	52	407	15	445	48	383	14
Medicine	242	28	191	23	238	26	188	24	234	23	187	24	229	23	182	24
Total	74,329	17,003	52,961	4,365	76,086	17,513	53,946	4,627	77,578	17,728	54,884	4,966	79,033	18,338	55,457	5,238
		23%	71%	6%		23%	71%	6%		23%	71%	6%		23%	70%	7%
<u>Community Colleges</u>																
Undergraduates	54,551	9,653	42,913	1,985	56,813	11,395	43,331	2,087	55,159	10,570	42,588	2,001	75,264	13,427	58,500	3,337
		18%	79%	3%		20%	76%	4%		19%	77%	4%		18%	78%	4%
<u>Full-Time Equated Enrollment Universities</u>																
Undergraduates	54,511	13,256	38,610	2,645	55,824	13,522	39,447	2,855	57,268	13,705	40,458	3,105	58,108	13,895	40,865	3,348
Graduates	6,383	1,062	4,385	936	6,551	1,174	4,404	973	6,791	1,308	4,488	995	7,027	1,493	4,596	938
Law	493	57	423	13	475	56	405	14	553	54	482	17	530	52	462	16
Medicine	241	28	190	23	236	24	187	25	233	22	187	24	228	23	182	23
Total	61,628	14,403	43,608	3,617	63,086	14,776	44,443	3,865	64,845	15,089	45,615	4,142	65,893	15,463	46,105	4,325
		23%	71%	6%		23%	70%	7%		23%	70%	7%		23%	70%	7%
<u>Community Colleges</u>																
Undergraduates	33,315	6,076	25,990	1,249	36,841	7,367	28,115	1,359	36,797	7,093	28,377	1,327	58,108	13,895	40,865	3,348
		18%	78%	4%		20%	76%	4%		19%	77%	4%		24%	70%	6%

Source: George Malo, Assistant Vice Chancellor of Research and Assessment, TBR
Information submitted to Tennessee Higher Education Commission (THEC)

Table 3
Developmental Studies Program (DPS) Enrollment
Fall Terms 2000 to 2002

	2000					2001					2002			
	Basic	Develop	Both	Total		Basic	Develop	Both	Total		Basic	Develop	Both	Total
	HC	HC	Develop	DSP		HC	HC	Develop	DSP		HC	HC	Develop	DSP
Institution														
APSU	122	1,105	131	1,358		105	1,218	133	1,456		102	1,331	130	1,563
ETSU	80	900	110	1,090		76	881	123	1,080		2	989	0	991
MTSU	69	1,840	109	2,018		46	1,913	80	2,039		60	1,923	85	2,068
TSU	83	906	297	1,286		84	816	235	1,135		89	1,033	296	1,418
TTU	35	572	55	662		27	525	54	606		33	588	33	654
UM	186	1,264	120	1,570		187	1,260	92	1,539		137	1,108	64	1,309
Total Univ.	575	6,587	822	7,984		525	6,613	717	7,855		423	6,972	608	8,003
% of Total	7%	83%	10%			7%	84%	9%			5%	87%	8%	
CSTCC	203	1,454	361	2,018		250	1,667	391	2,308		211	1,703	362	2,276
CLSCC	50	472	121	643		49	617	112	778		51	644	72	767
COSCC	69	973	108	1,150		85	1,080	152	1,317		54	1,098	102	1,254
DSCC	90	527	143	760		69	610	162	841		92	628	152	872
JSCC	75	788	152	1,015		62	911	179	1,152		80	943	199	1,222
MSCC	61	850	107	1,018		56	905	99	1,060		76	964	122	1,162
NSCC	160	1,029	277	1,466		193	1,144	289	1,626		148	1,242	286	1,676
NSTCC	101	967	128	1,196		135	1,012	174	1,321		127	1,007	170	1,304
PSTCC	174	1,649	339	2,162		150	1,652	321	2,123		126	1,575	365	2,066
RSCC	68	1,125	140	1,333		83	1,099	194	1,376		104	1,137	159	1,400
STCC	417	2,357	681	3,455		394	2,751	840	3,985		321	2,679	769	3,769
VSCC	169	1,353	240	1,762		162	1,342	274	1,778		132	1,483	247	1,862
WSCC	126	1,041	249	1,416		121	1,220	246	1,587		119	1,160	244	1,523
2-Year Total	1,763	14,585	3,046	19,394		1,809	16,010	3,433	21,252		1,641	16,263	3,249	21,153
% of Total	9%	75%	16%			9%	75%	16%			8%	77%	15%	
TBR System	2,338	21,172	3,868	27,378		2,334	22,623	4,150	29,107		2,064	23,235	3,857	29,156
% of Total	9%	77%	14%			8%	78%	14%			7%	80%	13%	

Source: George Malo, Assistant Vice Chancellor of Research and Assessment, TBR.
Information submitted to THEC.

Table 4
Developmental Studies Program Enrollment Spring Terms 2001 to 2003

	2001				2002				2003			
	Basic	Develop	Both Basic	Total	Basic	Develop	Both Basic	Total	Basic	Develop	Both Basic	Total
Institution	HC	HC	and Devel.	DSP	HC	HC	and Devel.	DSP	HC	HC	and Devel.	DSP
APSU	88	877	47	1,012	81	952	68	1,101	96	917	70	1,083
ETSU	37	616	30	683	30	710	37	777	0	661	0	661
MTSU	28	1,163	39	1,230	23	1,312	47	1,382	29	1,275	31	1,335
TSU	19	887	62	968	37	960	62	1,059	22	1,055	63	1,140
TTU	24	397	16	437	17	403	8	428	13	376	3	392
UM	95	981	43	1,119	85	1,037	50	1,172	108	972	44	1,124
Total Univ	291	4,921	237	5,449	273	5,374	272	5,919	268	5,256	211	5,735
% of Total	5%	91%	4%		5%	91%	4%		5%	92%	3%	
CSTCC	137	1,238	156	1,531	133	1,456	184	1,773	142	1,348	187	1,677
CLSCC	28	400	52	480	36	487	53	576	44	528	57	629
COSCC	54	810	56	920	44	921	63	1,028	46	997	80	1,123
DSCC	37	471	70	578	46	579	83	708	53	607	108	768
JSCC	26	743	79	848	43	795	98	936	44	866	107	1,017
MSCC	35	647	38	720	44	825	72	941	61	883	62	1,006
NSCC	120	901	182	1,203	164	1,077	194	1,435	135	1,115	234	1,484
NSTCC	61	834	75	970	93	909	85	1,087	73	911	118	1,102
PSTCC	127	1,389	220	1,736	108	1,432	211	1,751	133	1,366	228	1,727
RSCC	45	819	51	915	53	949	82	1,084	53	965	81	1,099
STCC	295	2,188	465	2,948	263	2,625	581	3,469	259	2,892	694	3,845
VSCC	122	1,078	106	1,306	112	1,315	127	1,554	114	1,263	160	1,537
WSCC	91	873	105	1,069	90	1,034	118	1,242	93	1,052	134	1,279
Total 2-Year	1,178	12,391	1,655	15,224	1,229	14,404	1,951	17,584	1,250	14,793	2,250	18,293
% of Total	8%	81%	11%		7%	82%	11%		7%	81%	12%	
TBR System	1,469	17,312	1,892	20,673	1,502	19,778	2,223	23,503	1,518	20,049	2,461	24,028
% of Total	7%	84%	9%		6%	84%	10%		6%	84%	10%	

Source: George Malo, Assistant Vice Chancellor of Research and Assessment, TBR.
Information submitted to THEC.

Table 5
Basic (Remedial) Headcount at Universities
Fall 2003

	<u>S Credit Type</u>			<u>T Credit Type</u>			<u>U Credit Type</u>			<u>Total Unduplicated Headcount & FTE</u>		
	HC	Hours	FTE	HC	Hours	FTE	HC	Hours	FTE	HC	Hours	FTE
Austin Peay	229	795	53.0	10	36	2.4				239	831	55.4
East Tennessee	0	0	-	-	-	-	62	186	12.4	62	186	12.4
Middle Tennessee	101	327	21.8	-	-	-				101	327	21.8
Tennessee State	184	657	43.8	6	27	1.8				188	684	45.6
Tennessee Tech	0	0	-	4	14	0.9				4	14	0.9
Univ. of Memphis	220	729	48.6	5	15	1.0				225	744	49.6
Total Universities	734	2,508	167.2	25	92	6.1	62	186.0	12.4	819	2,786	185.7

S Credit Type = Courses taught on contractual basis by Community College.

T Credit Type = Courses taught on-line through Regents On-line Degree Program.

U Credit Type = Courses with alternative delivery.

Note: TSU had 2 students with both S and T Credit Types.

For S Credit Type Only

APSU and TSU FTE should be credited to Nashville State Technical Community College.

MTSU FTE should be credited to Motlow State Community College.

UM FTE should be credited to Southwest Tennessee Community College.

TTU did not accept remedial students except for math, which was to be taught by Volunteer State Community College.

FTE hours were not included in the State Funding Formula.

Source: George Malo, Assistant Vice Chancellor for Research and Assessment, TBR

PROGRAM ACCREDITATION HAS DRAMATICALLY IMPROVED

In the 1996 performance audit, auditors reported that a majority of the board's institutions had a high percentage of accredited programs, but East Tennessee State University and TSU had a much lower percentage of eligible programs accredited—60% and 51%, respectively. Since that review, TBR institutions have significantly improved their program accreditation percentages as indicated in Table 6.

Table 6
Tennessee Board of Regents
Institution Program Accreditation

2001-02			
	Accreditable Programs	Programs Accredited	%
Universities			
Austin Peay	18	18	100%
East Tennessee State	52	52	100%
Middle Tennessee State	51	50	98%
Tennessee State	40	39	98%
Tennessee Technological	31	31	100%
University of Memphis	58	58	100%
University Total	250	248	99%
Community Colleges			
Chattanooga State Tech	14	14	100%
Cleveland State	3	3	100%
Columbia State	7	7	100%
Dyersburg State	2	2	100%
Jackson State	10	10	100%
Motlow State	2	2	100%
Nashville State Tech	9	9	100%
Northeast State Tech	5	5	100%
Pellissippi State Tech	11	11	100%
Roane State	10	10	100%
Southwest Tennessee	23	23	100%
Volunteer State	8	8	100%
Walters State	8	8	100%
2-year total	112	112	100%

TBR staff stressed that the board has placed a high priority on accreditation of all eligible academic programs. TBR officials stated that TBR tracks the accrediting agencies through the Council for Higher Education Accreditation (CHEA) to ensure the legitimacy of the accrediting agency. This agency serves as a resource for a majority of the nation's accrediting institutions. All of the institutions granting accreditation to Tennessee college and university programs are CHEA institutions. Moreover, every Tennessee college and university is accredited through the Southern Association of Colleges and Schools (SACS).

Accreditation is also encouraged through performance funding. Under performance funding, both the TBR and Tennessee Higher Education Commission (THEC) track the accreditation of each institution, and a formula is used to award points to the universities and community colleges for program accreditation. The performance funding incentive participation is strictly voluntary, but all TBR institutions have participated each year in the process.

Although the accreditation percentages have increased, Middle Tennessee State University (MTSU) and TSU have one program each that is not accredited. The Bachelor of Fine Arts in Art at MTSU is not accredited but is currently being reviewed by the accrediting agency, the National Association of Schools of Art and Design. MTSU's goal is to have an accreditation site visit during the 2003-04 academic year. This is predicated on MTSU being able to use the Todd Library as the new art facility. The Bachelor of Art program in chemistry at TSU currently is not accredited because the program is awaiting the appointment of a new department chair. According to TBR central office staff, after the chair is appointed, the accrediting agency will take up to two years to make a site visit and begin the accreditation process.

PERSISTENCE-TO-GRADUATION RATE

The March 1996 performance audit of the Tennessee Board of Regents (TBR) included a finding concerning a need to improve persistence-to-graduation rates at some universities. The audit reported that substantial improvement was needed if persistence-to-graduation rates at some Board of Regents universities were to meet legislative goals and be comparable to rates at other public institutions in the state.

Persistence-to-graduation measures the rate at which full-time freshmen entering the university in a given year graduate within a six-year period. (The institution where a freshman first enrolls receives credit for the student's graduation even if the student has transferred and graduated from another state institution.) The usefulness of persistence-to-graduation rates as a performance measure may be somewhat limited because some students do not enter a university with the goal of obtaining a degree. However, graduation rates are still an important measure in a university's ability to meet the students' needs and help them obtain a degree within a reasonable period of time.

In 1989, the General Assembly set a series of goals for higher education (Section 49-5-5024, *Tennessee Code Annotated*). One of these goals was that by the year 2000, the state's public universities would graduate at least 51% of the students within six years of their enrollment.

The TBR and University of Tennessee System (UT) institutions report annually to the Tennessee Higher Education Commission (THEC) information concerning students enrolled at the individual institutions in both systems. THEC tracks these students for six academic years after entering as freshmen to determine graduation rates from the admitting institution and other institutions. These two groups are added together to obtain the total matches and the institution's percentage of students who graduate within a six-year period. The students who cannot be tracked by THEC are classified as non-matches—students who either drop-out prior to graduation, transfer to an out-of-state public or private institution, or transfer to a private institution in Tennessee. THEC

indicated that tracking students who transfer from public to private institutions in Tennessee should become easier because computer systems developed for the Tennessee Education Lottery Scholarship program will have some of this information. This will increase the number of total matches and provide more accurate information concerning the persistence-to-graduation rate in Tennessee.

Table 7 shows that the number of students graduating from TBR colleges and universities has increased slightly from fall 2001 to fall 2003. We also reviewed TBR information concerning freshmen that enrolled in TBR institutions during the time period of fall 2000 to fall 2003. The information indicated that 77.64% of the fall 2000 freshman class (Table 8) returned in the fall of 2001, and 67.3% returned in the fall of 2002 at some level of academic classification. The information also showed that 38.81% of the fall 2000 freshman class returned as sophomores in fall 2001, and 26.95% returned as juniors in fall 2002. (Information for fall 2003 is not available.) In the freshman class of 2001, 76.7% of the students returned fall 2002 at any level, and 67.79% returned fall 2003 at any level (Table 9). In the fall 2001 freshman class, 38.58% returned as sophomores in fall 2002, and 26.38% returned as juniors in fall 2003.

Table 7
Academic Years 2001 Through 2003 Graduates
Tennessee Board of Regents
By Degree Level

	2001-2002					2002-2003			
	Total	Black	White	Other		Total	Black	White	Other
	Grads	Grads	Grads	Grads		Grads	Grads	Grads	Grads
<u>Universities</u>									
Certificate	22	1	21	0		27	1	25	1
Associate	284	72	194	18		293	60	200	33
Bachelor's	8,800	1,824	6,613	363		8,944	1,865	6,709	370
Professional	192	13	170	9		159	11	139	9
Master's	2,851	398	2,142	311		2,721	417	1,974	330
Educ. Spec.	172	12	159	1		196	17	175	4
Doctoral	<u>180</u>	<u>23</u>	<u>137</u>	<u>0</u>		<u>200</u>	<u>26</u>	<u>150</u>	<u>24</u>
Total	12,501	2,343	9,436	722		12,540	2,397	9,372	771
<u>Community Colleges</u>									
Certificate	878	93	765	20		976	129	824	23
Associate	<u>4,577</u>	<u>595</u>	<u>3,857</u>	<u>125</u>		<u>4,521</u>	<u>637</u>	<u>3,738</u>	<u>146</u>
Total	5,455	688	4,622	145		5,497	766	4,562	169

Source: George Malo, Assistant Vice Chancellor of Research and Assessment, TBR.
Information submitted to Tennessee Higher Education Commission (THEC).

Table 8
Fall 2000 First-Time Full-Time Freshmen
Enrolled at Any Level Fall 2001 Through Fall 2003

	Fall 2000 Freshmen			Returning in 2001 Any Level						Returning in 2002 Any Level					
	Total	Black	White	Total	%	Black	%	White	%	Total	%	Black	%	White	%
APSU	843	132	612	581	68.92%	93	70.45%	426	69.61%	501	59.43%	83	62.88%	364	59.48%
ETSU	1,444	97	1,290	1,127	78.05%	71	73.20%	1,008	78.14%	985	68.21%	57	58.76%	886	68.68%
MTSU	2,709	313	2,305	2,112	77.96%	253	80.83%	1,793	77.79%	1,883	69.51%	230	73.48%	1,594	69.15%
TSU	1,242	1,128	101	988	79.55%	917	81.29%	61	60.40%	845	68.04%	783	69.41%	53	52.48%
TTU	1,099	78	988	878	79.89%	65	83.33%	784	79.35%	767	69.79%	51	65.38%	695	70.34%
UM	<u>1,733</u>	<u>574</u>	<u>1,072</u>	<u>1,356</u>	78.25%	<u>435</u>	75.78%	<u>845</u>	78.82%	<u>1,123</u>	64.80%	<u>359</u>	62.54%	<u>708</u>	66.04%
TOTAL	9,070	2,322	6,368	7,042	77.64%	1,834	78.98%	4,917	77.21%	6,104	67.30%	1,563	67.31%	4,300	67.53%

Fall 2000 First-Time Full-Time Freshmen
Enrolled as Sophomores in Fall 2001, Juniors Fall 2002, and Seniors in Fall 2003

	Fall 2000 Freshmen			Returning in 2001 As Sophomores						Returning in 2002 As Juniors					
	Total	Black	White	Total	%	Black	%	White	%	Total	%	Black	%	White	%
APSU	843	132	612	401	47.57%	63	47.73%	299	48.86%	172	20.40%	20	15.15%	138	22.55%
ETSU	1,444	97	1,290	535	37.05%	29	29.90%	481	37.29%	408	28.25%	28	28.87%	364	28.22%
MTSU	2,709	313	2,305	910	33.59%	96	30.67%	788	34.19%	701	25.88%	69	22.04%	609	26.42%
TSU	1,242	1,128	101	453	36.47%	424	37.59%	24	23.76%	365	29.39%	342	30.32%	18	17.82%
TTU	1,099	78	988	400	36.40%	14	17.95%	373	37.75%	328	29.85%	9	11.54%	309	31.28%
UM	1,733	574	1,072	821	47.37%	232	40.42%	540	50.37%	470	27.12%	122	21.25%	318	29.66%
TOTAL	9,070	2,322	6,368	3,520	38.81%	858	36.95%	2,505	39.34%	2,444	26.95%	590	25.41%	1,756	27.58%

Source: George Malo, Assistant Vice Chancellor of Research and Assessment, TBR.
Information submitted to Tennessee Higher Education Commission (THEC).

Table 9
Fall 2001 First-Time Full-Time Freshmen
Enrolled at Any Level in Fall 2002 and Fall 2003

	Fall 2001 Freshmen			Returning in 2002 At Any Level						Returning in 2003 At Any Level					
	Total	Black	White	Total	%	Black	%	White	%	Total	%	Black	%	White	%
APSU	869	139	621	606	69.74%	95	68.35%	443	71.34%	504	58.00%	89	64.03%	366	58.94%
ETSU	1,411	88	1,270	1,042	73.85%	61	69.32%	952	74.96%	931	65.98%	47	53.41%	862	67.87%
MTSU	2,779	316	2,348	2,233	80.35%	271	85.76%	1,872	79.73%	2,017	72.58%	239	75.63%	1,702	72.49%
TSU	1,240	1,095	133	968	78.06%	866	79.09%	90	67.67%	818	65.97%	744	67.95%	65	48.87%
TTU	1,069	61	969	843	78.86%	43	70.49%	772	79.67%	741	69.32%	39	63.93%	677	69.87%
UM	<u>1,821</u>	<u>566</u>	<u>1,166</u>	<u>1,356</u>	74.46%	<u>435</u>	76.86%	<u>845</u>	72.47%	1,218	66.89%	354	62.54%	799	68.52%
TOTAL	9,189	2,265	6,507	7,048	76.70%	1,771	78.19%	4,974	76.44%	6,229	67.79%	1,512	66.75%	4,471	68.71%

Fall 2001 First-Time Full-Time Freshmen
Enrolled as Sophomores in Fall 2002 and Juniors in Fall 2003

	Fall 2001 Freshmen			Returning in 2002 As Sophomores						Returning in 2003 As Juniors					
	Total	Black	White	Total	%	Black	%	White	%	Total	%	Black	%	White	%
APSU	869	139	621	365	42.00%	48	34.53%	276	44.44%	152	17.49%	20	14.39%	120	19.32%
ETSU	1,411	88	1,270	499	35.36%	15	17.05%	476	37.48%	379	26.86%	12	13.64%	358	28.19%
MTSU	2,779	316	2,348	983	35.37%	87	27.53%	856	36.46%	742	26.70%	65	20.57%	645	27.47%
TSU	1,240	1,095	133	489	39.44%	442	40.37%	42	31.58%	374	30.16%	341	31.14%	29	21.80%
TTU	1,069	61	969	366	34.24%	11	18.03%	343	35.40%	283	26.47%	8	13.11%	263	27.14%
UM	<u>1,821</u>	<u>566</u>	<u>1,166</u>	<u>843</u>	46.29%	<u>332</u>	58.66%	<u>514</u>	44.08%	494	27.13%	118	20.85%	351	30.10%
TOTAL	9,189	2,265	6,507	3,545	38.58%	935	41.28%	2,507	38.53%	2,424	26.38%	564	24.90%	1,766	27.14%

Source: George Malo, Assistant Vice Chancellor of Research and Assessment, TBR.
Information submitted to Tennessee Higher Education Commission (THEC).

Table 10 provides graduation information for the six TBR universities and three of the UT system institutions. It appears that Tennessee State University (TSU) has made the most drastic improvement of the persistence-to-graduation percentage (averaging 24% in the prior audit to currently about 48%). Except for Austin Peay State University (APSU) and the University of Memphis (UM), the remaining universities have about 40% persistence-to-graduation rates (University of Tennessee Knoxville has an average of 63%).

Table 10
Tennessee Board of Regents
Persistence to Graduation at Public Institutions
Full-Time Freshmen Entering During Academic Years 1986 Through 1988 and
1994 Through 1997

<u>Institution</u>	Prior Audit Information			Information for Current Audit			
	<u>1986 – 1992</u>	<u>1987 – 1993</u>	<u>1988 – 1994</u>	<u>1994 – 2000</u>	<u>1995 – 2001</u>	<u>1996 – 2002</u>	<u>1997 – 2003</u>
APSU	32.22%	31.40%	35.43%	35.72%	36.05%	35.31%	35.61%
ETSU	38.46%	40.02%	39.62%	41.89%	40.69%	39.05%	43.14%
MTSU	38.62%	38.21%	38.97%	42.77%	40.16%	44.19%	44.68%
TSU	21.60%	24.52%	27.15%	43.26%	47.34%	49.53%	47.67%
TTU	47.62%	46.48%	43.96%	51.36%	49.14%	53.00%	45.83%
UM	35.43%	38.25%	37.65%	35.92%	36.61%	37.27%	37.85%
UT Chattanooga	37.61%	39.05%	43.96%	50.05%	50.24%	50.00%	47.00%
UT Knoxville	55.13%	57.26%	61.31%	61.20%	63.93%	62.96%	63.29%
UT Martin	40.28%	43.05%	45.32%	44.64%	46.53%	47.75%	45.60%
Overall Averages	41.94%	43.28%	44.53%	47.02%	45.63%	46.56%	45.63%

IT APPEARS THAT THE BOARD IS ADDRESSING THE ISSUE OF LOW-PRODUCING ACADEMIC PROGRAMS

According to the Tennessee Board of Regents performance audit, March 1996, board universities and two-year institutions (community colleges and technical institutions) had, as of May 1995, 210 programs that averaged an annual productivity below standards for the 1989 to 1993 academic years. Of the 210 programs, 28 were certificate, 129 were undergraduate (including 46 associate degree), and 55 were graduate programs.

As a part of the December 2001 “Defining Our Future” initiative, the TBR charged itself and participating universities and colleges to identify certain programs that were low-producing. At issue was the TBR’s lack of an institutionalized criteria and process to identify and evaluate low-producing programs. In the past, TBR had used Tennessee Higher Education Commission (THEC) definitions that described low-producing projects as:

- averaging ten graduates or fewer per year over the five-year period for baccalaureate programs,
- averaging five graduates or fewer per year over the five-year period for master’s degree programs, or
- averaging three graduates or fewer per year over the five-year period for doctoral programs.

In response to its lack of an internal policy, the board met with THEC officials in January 2002 to design a study process that would identify low-producing programs in the two-year and four-year institutions. The low-producing program study included the definitions of low-producing programs mentioned above and the following exemption criteria:

1. Undergraduate general education programs that are low-producing but central to the general education core. While many of these programs (physics, sociology, etc.) are low-producing, the credit hours generated by these programs feed into other programs and serve to meet some of the general education requirements.
2. New programs that are of bachelor’s level or above that were created within the past five years.
3. Programs currently in phase-out status.
4. Interdisciplinary programs.
5. B.A/B.S. combination programs.
6. Areas of statewide need: major areas that have been classified as critical demand areas in the next decade.

From January 2002 to March 2002, the TBR and THEC used the above criteria to evaluate the academic programs and identify the programs that met the low-producing program criteria. A list of each institution's low-producing programs was forwarded to each TBR institution.

After the campus-based evaluation, the TBR central office compared each institution's recommendations with the central office assessment of each program. As a result, the central office proposed, and the board approved at the December 2002 board meeting, the following recommendations:

Table 11
Summary
Tennessee Board of Regents
Low-Producing Program Review
Approved by the TBR December 2002

<u>Institution</u>	<u>Consolidate</u>	<u>Modify</u>	<u>Inactive</u> (1)	<u>Terminate</u> (2) ^	<u>Establish</u>	<u>Monitor</u> <u>Status</u>
Universities						
Austin Peay	2	1	0	6	0	0
East Tennessee State	2	3	0	10	0	0
Middle Tennessee State	1	1	0	7	0	4
Tennessee State	1	2	0	2	0	5
Tennessee Technological	1	2	0	3	0	5
University of Memphis	3	1	0	5	0	10
Total	10	10	0	33	0	24
Community Colleges						
Chattanooga State Tech	1	3	0	3	2	0
Cleveland State	1	0	0	4	1	0
Columbia State	0	2	1	2	0	2
Dyersburg State	0	0	0	1	0	0
Jackson State	0	0	0	1	1	0
Motlow StateC	0	0	0	4	0	0
Nashville State Tech	1	0	0	4	0	0
Northeast State Tech	0	1	0	0	0	0
Pellissippi State Tech	0	0	0	2	0	0
Roane State	0	0	0	3	1 [~]	3
Southwest Tennessee	3	0	0	10	3	0
Volunteer State	0	0	0	0	0	0
Walters State	1	0	0	3	1	0
Total	7	6	1	37	4	5

^ See Appendix 2 for a listing of terminated programs.

(1) Program to be reviewed after one year.

(2) All terminations were effective upon approval. Phase-out periods will occur over a period of three years. All phase-out periods will end December 2005.

Also at the December 2002 Board of Regents meeting, the board approved a measure by the Central Academic Affairs Office to institutionalize a low-producing program study. The policy describes the criteria used for the approval of new programs and the monitoring of low-producing programs. As a final measure, the Central Academic Affairs Office submitted a

process for the review of low-producing programs on a three-year cycle, which was approved by the board at the June 2003 TBR board meeting.

It appears that the TBR is addressing the problem of low-producing programs as evidenced by the program evaluation, elimination, and consolidation of programs identified as low-producing and approval of new policies concerning the approval of new programs and continual monitoring of programs for low productivity.

THE SYSTEM FOR MONITORING LOW-PRODUCING VOCATIONAL TECHNOLOGY PROGRAMS APPEARS EFFECTIVE

Tennessee Technology Centers are institutions under the control of the Board of Regents that serve people in a broad geographical area consisting of two or more counties offering technical occupational training of less than college grade. There are 27 Tennessee Technology Centers (TTCs) under the supervision of the Tennessee Board of Regents.

In December 2001, the TBR adopted “Defining Our Future,” an initiative to address the fiscal constraints placed upon TBR institutions by the declining state appropriations for higher education. One facet of the initiative was to evaluate low-producing TTC programs in order to ensure the most effective and efficient use of limited resources and at the same time meet the demands placed upon the Technology Centers to produce skilled workers for employers.

The TTC central office staff evaluates all the programs in the TTC inventories annually. Assessing program performance is the primary purpose of these annual reviews. TBR Guidelines stipulate that a program is to be considered for termination and that the director should address reassignment of space and disposition of personnel and equipment if a program falls within any of the three following criteria:

1. Full-Time Equivalent (FTE) - A program is considered low-producing when student demand is below an annualized FTE of 13 students in a three-year period.
2. Completion - A program is considered to be low-producing if the program has a high attrition rate. In a three-year period, completion rates of less than 50% are considered below standard.
3. Employment Placement - A program is considered low-producing if placement in the area of training or a related area is below 50% in a two-year period.

Programs placed under monitored status are monitored for a period of three-years. If the program has not improved during the monitoring period, the program is recommended for termination.

The TBR central office prepares reports that summarize the productivity of the technology centers using four criteria:

1. program implementations and terminations during the 10 years ending each fiscal year (June 30),
2. average full-time equivalent enrollments during the three years ending each fiscal year,
3. three-year average completion rates for the period ending each June 30, and
4. two-year average placement rates for the period ending each June 30.

The center directors review the reports and provide responses to the Vice Chancellor for TTCs regarding the status of listed programs. Central office staff review the responses and make recommendations for each program on the list.

Table 12 provides an overview of programs identified as low-producing with respect to FTE enrollment. The information indicates that three programs had a continual increase in FTE over the three-year period. (The next three-year period review will not be prepared until after June 30, 2004.) Only two programs exhibited consecutive declines in FTE. Nine programs fluctuated with increases and decreases in FTEs. The Harriman Automotive Technology program had constant FTE numbers.

Table 13 provides an overview of those programs identified as low-producing with respect to completion and employment placement rates (less than 50%) based on two-year averages for the time period ending June 30, 2001. Completion rates range from 15% to 61%. One program had a completion rate that exceeded the 50% requirement.

Eight of the programs had completion rates between 40% to 48%, and five programs had completion rates between 30% to 38%. The largest number of programs, nine, had completion rates between 20% to 29%. Only one program has a completion rate less than 20%.

Table 12
Tennessee Technology Centers
Three-Year FTE Enrollments for Low-Producing Programs

TTC	Program	Fiscal Year 1999	Fiscal Year 2000	Fiscal Year 2001	Three- Year Average
Athens	Auto Body	9	11	14	11
Chattanooga	Heat & Air Conditioning	6	14	12	11
Covington	Heat & Air Conditioning	6	10	8	8
	Machine Tool	9	10	5	8
Crump	Machine Tool	9	8	10	9
Dickson	Heavy Equipment Repair	7	8	9	8
Harriman	Automotive Technology	11	11	11	11
	Diesel Mechanics	8	7	10	8
	Electrical/ Electronics Repair	14	11	10	11

Memphis	Auto Body	9	8	19	12
	Graphics Communication	7	3	6	5
	Machine Tool	9	8	9	9
Morristown	Welding	9	10	14	11
Nashville	Welding	4	8	6	6
Whiteville	Industrial Electricity	8	4	3	5

Source: March 2003 Tennessee Board of Regents Annual Program Evaluation Report on Low Producing Programs

According to the information in Table 12, there was only one program that would be placed on monitoring status for not meeting the required employment placement rate.

At the March 2003 board meeting, it was reported that 35 technology center programs met the criteria to be considered as a low-producing program. Center directors had reviewed each program and provided responses to the Vice Chancellor regarding the status of listed programs. Responses submitted by directors were in turn reviewed by central office staff, resulting in recommendation(s) for each program on the list. Nine programs were recommended and approved to continue, 24 programs were recommended and approved to remain on monitor status, and two programs were terminated or placed on inactive status.

Table 13
Tennessee Technology Centers
Completion and Employment Placement Rates

TTC	Program	Completion Rate as a Percentage 3-year Average	Employment Placement Rate as a Percentage 2-year Average
Athens	Auto Body	45	Meets requirements
	Industrial Maintenance	20	Meets requirements
Chattanooga	Diesel Mechanics	24	Meets requirements
	Electrical Power Install	24	Meets requirements
	Heat, Ventilation & A/C	21	Meets requirements
	Drafting	29	Meets requirements
	Machine Tool	20	Meets requirements
	Welding	15	Meets requirements
Covington	Practical Nursing	34	Meets requirements
Crump	Industrial Electronics	31	Meets requirements
	Auto Body Repair	29	Meets requirements
	Computer Operations	40	Meets requirements
	Business Systems Tech.	44	Meets requirements
Jacksboro	Auto Technology	61	Meets requirements
	Drafting	45	Meets requirements
Jackson	Drafting	44	Meets requirements
Knoxville	Industrial Electronics	33	Meets requirements
Livingston	Computer Operations Tech. (only 2 yrs)	38	33 (Does not meet requirements)
McMinnville	Computer Maintenance (2 years)	22	Meets requirements

Nashville	Drafting	26	Meets requirements
Newbern	Electronic/Electricity Equipment Repair	41	Meets requirements
	Computer Operations Tech. (‘98 first year)	48	Meets requirements
Pulaski	Mechanical Industrial Maint. (‘99 first year)	30	Meets requirements
Whiteville	Industrial Electricity	43	Meets requirements

According to the central office staff, some programs that would be classified as low-producing are continued due to the TTC program’s job placements. For instance, students enroll in a program and take the basic introductory courses. Many times the industry needs are such that when students obtain the basic skills, they are employed before completing the program. Consequently, these students do not return to complete the program, which leaves the completion rate low. Also, many of the same programs have low FTEs. The TTC officials explained that although FTE’s are low, the programs do have consistent enrollment in these courses. Moreover, the high rate of job placement for these students indicates that offering the program does meet the area industry and citizen needs for specific job skills. Thus, monitoring and providing assistance in recruiting and getting employed students to return and complete the program are more appropriate. TTC staff indicated that low-producing programs are terminated when the programs no longer fill the need of the area or when other programs are offered in close proximity.

It appears that the TBR does effectively evaluate and terminate low-producing technology programs. The criteria are clear and well-communicated throughout the other technology centers. The process is methodical and clear. The recommendations are followed and logical in relation to the needs of the area citizenry and industry. Therefore, the TTC low-producing evaluation system appears to be effective and efficient.

FINDINGS AND RECOMMENDATIONS

1. Tennessee Technology Center central office integration of long-range plans and program plans can be improved

Finding

Tennessee Technology Center (TTC) five-year strategic plans are not being implemented and used effectively for program planning purposes. The program plans primarily pertain to student achievement matters whereas the long-range plans have a much broader focus, such as faculty training, facility planning, student achievements, etc. However, the manner in which the technology center directors are including the program plans in the TTC's long-range plans is difficult to discern. Long-range plan objectives are vaguely stated and, in many instances, are not stated in measurable terms. In many of the technology center long-range planning documents reviewed, the planning objectives lacked recognizable and clear completion dates, lacked change targets, did not appear to be supported by baseline measures, and lacked implementation dates—all of which are important in developing effective long-range plans.

According to Tennessee Board of Regents staff, there are two types of planning efforts for TTCs. One of the plans is a program plan which specifically addresses three program standards (e.g., improving the volume of students completing TTC academic programs, improving the volume of graduates obtaining employment in their respective or related program area, and maintenance of an FTE student-to-faculty ratio of 13 to 1.) For both completion and placement standards, the specific target rate for each item is a 50% completion or employment rate. Evaluations are conducted annually to determine the extent of compliance with the target rate. The second type of plan is the five-year strategic plan. The program plan is supposed to be an integral part of the five-year strategic plan.

The accrediting body for the technology centers, the Council on Occupational Education (COE), requires the centers to develop a strategic plan. According to the council, the long-range plan should contain mission and vision statements and measurable objective statements covering a minimum of three years. Also, the objective statements should include targets indicating specifically “how much” change is desired, “by when,” and “what” is to be accomplished. Other helpful tools for planning purposes include baseline measures and implementation dates. Baseline measures can be helpful in understanding what the current conditions are prior to implementing an objective. The COE also requires that progress toward achieving long-range plan objectives be measured periodically.

TTC Guideline Number 060 indicates that technology center program planning should be an integral part of the TTC Five-Year Strategic Planning efforts. The TTC 2003 to 2008 Five-Year Strategic Plan was initiated at the October 2002 Director's Retreat. The following were goals developed to guide TTC plan development:

GOALS	2003-2008 GOAL STATEMENTS
#1	Strengthen Instructional Excellence and Institutional Quality
#2	Improve Student Attainment
#3	Increase Student Access and Enrollment
#4	Improve the Management of Human Resources
#5	Optimize the Use of Physical Resources and Facilities
#6	Seek Alternative Financial Resources and Optimally Utilize Resources to Achieve the Mission
#7	Improve the Effectiveness of Student Services
#8	Meet Special Industry Training Needs of Business and Industry
#9	Meet Articulation Goals

However, during the auditor's review of the TTC long-range plans, several deficiencies were discovered. The long-range planning objectives lack preciseness in terms of specific time periods for when accomplishments should occur and the amount of change that one should expect. The manner in which long-range plans are developed hinders compliance with the COE accreditation guidelines for strategic planning. Also, strategic plans do not always address all of the program standards. For example, one of the program standards, the FTE student/faculty ratio, did not appear to be addressed in the plan objective statements. Also, according to TTC Guidelines, long-range plans should address the TTC Program Planning standards.

According to the TBR staff, technology center long-range plans are not being evaluated periodically, which raises questions about the extent to which the five-year strategic plans should be viewed as supporting program planning efforts. In effect, the lack of adequate operational controls for assuring satisfactory implementation of management directives on a continuing basis puts the effectiveness of TTC strategic planning efforts at risk.

Recommendation

As a part of the planning process, TTC central office and technology center staff should review long-range plans to ensure that program goals have been addressed in the plans. The central office should provide strategic planning training and distribute to TTC directors conceptual guides describing how baseline measures, performance targets, and implementation dates should be used in constructing measurable objective statements. Finally, TTC central office should regularly monitor the centers' progress toward program and long-range goals.

Management's Comment

We concur that the Tennessee Technology Center central office integration into the long-range planning process can be improved. The strategic planning process is an essential instrument for institutional improvement and advancement. The performance audit is correct in that the accrediting body of the Tennessee Technology Centers, the Council on Occupational Education, requires the Center to develop a strategic plan. However, the Council has not cited a Technology Center for findings or weaknesses for the lack of or the inadequacy of their strategic plans. The TBR/TTC central office staff, however, still agrees long-range planning and program planning can be improved.

In response to the performance audit, the TBR/TTC central office staff will review campus long-range plans to ensure that program goals have been addressed in the plans. The staff will ensure that planning documents are stated in measurable terms with completion dates. These completion dates will be supported by base line measures and implementation dates which are necessary in effective strategic planning. Strategic planning training will be designed and provided to the Technology Center Directors describing how base line measures, performance targets, and implementation dates should be used in constructing measurable objective statements. The central office will require each TTC to modify/update their strategic plan based on the formal training received. An annual review of each technology center's progress toward established goals will be regularly monitored by the central office staff.

2. The Tennessee Board of Regents does not have an audit committee as a part of the organizational structure

Finding

In an October 2003 special investigation, the Division of State Audit reported that the University of Tennessee Board of Trustees did not have an adequate system in place to effectively monitor former President Shumaker's activities or to effectively solicit information from top university officials about the president's activities. Among other problems, the report noted inadequate procedures over a university-sponsored credit card, circumvented controls over renovations at the president's residence, and insufficient controls over entertainment and receptions. We did not observe any indications that there were any instances of fraud, abuse, or wrongdoing at the Board of Regents, but because a similar reporting structure exists in the board and its institutions, a Tennessee Board of Regents audit committee is needed to provide stronger internal controls and a mechanism to prevent similar instances that confronted the UT board.

Each institution has an internal auditor, and there is an internal audit director at the central office; however, the board does not have an audit committee. In light of the problems surrounding Dr. Shumaker's activities, it is imperative that the board take steps to create a system in which upper management, including internal audit, can more easily bring issues to the attention of the board and that the board members, collectively and individually, assume a more

active oversight role in the activities of the central office and institution's upper management, particularly in the areas of honesty, integrity, and compliance with internal controls.

The presence of an audit committee would provide upper management a means to report questionable activities. Such a presence could encourage the reporting of issues and should promote greater fiscal responsibility and ownership of fiscal matters with management at the central office and the board.

Recommendation

The Tennessee Board of Regents should establish an audit committee as a standing committee. The committee should be composed of at least five members. The chair of the audit committee should have a strong accounting or financial management background, and members of the committee should have an adequate background and education to enable them to understand the information presented in the financial statements of the board institutions and the comments of auditors with regard to internal control and compliance findings. The audit committee should have a written charter that addresses the committee's purpose, which should, at a minimum, be to assist the board in its oversight of the operations of the central office and the institutions (and any foundations associated with the institutions), the central office and institution financial statements and other financial reports, establishment and maintenance of strong internal controls, compliance with legal requirements and applicable rules, and the performance of the central office and institutional internal audit functions. The board should establish procedures for the director of internal audit to report directly to the audit committee. The charter should include guidelines and policies on how the board will identify risks of fraud and financial reporting irregularities and monitor and control those risks.

The audit committee should meet at least four times a year. These meetings may take place during dates of other board meetings, but the committee should meet separately from those other meetings. The audit committee should meet at least annually to review the audit of the central office and the institutions and any audits of institution foundations by the Comptroller's office and to consider what actions are necessary in response to any findings of those audits.

The audit committee should meet, as appropriate, to review investigative reports and other reports issued by the Comptroller's office relative to the central office and the board's institutions. The audit committee should regularly review with the Comptroller's office any difficulties encountered in the course of the audit, including any restrictions on the scope of the activities of the auditors or access to requested information or any other significant disagreements with management.

The audit committee should also be responsible for discussing with the internal auditors and the Comptroller's office how the board independently determines major risks of fraud and financial reporting irregularities and the steps independently taken by the board to monitor and control the board's exposure to such risks.

The audit committee should establish policies and procedures for encouraging officers and staff of the central office and institutions who have knowledge of questionable actions of any employee of the central office or institutions, or of any board member, relating to fraud or abuse

of board assets or funds or financial reporting irregularities, to report that information to the board. The audit committee should immediately inform the Comptroller's office of any such information they receive.

The audit committee should develop a written code of conduct to recommend to the full board for publication to the faculty and staff of the central office and institutions which reminds all employees of the public nature of the organization and the need to protect organization assets from waste, abuse, and fraud and to avoid engaging in activities which bring dishonor to the organization.

Management's Comment

We concur with the finding and recommendation. A standing audit committee will be established by the Tennessee Board of Regents by July 1, 2004. The committee will include at least five members who shall be appointed by the Vice Chairman of the board. The committee chair will be someone with a strong accounting or financial management background. Also, by July 1, 2004, the board will establish the position of director of internal audit and this position shall report directly to the audit committee.

The audit committee will meet quarterly in conjunction with the quarterly meetings of the full board and such other times as deemed necessary by the committee. The audit committee will review both internal audit reports of the central office and all institutions as well as all audit reports completed by the State Comptroller's Office. The committee will consider and recommend actions that are necessary in response to any findings in those audits.

The audit committee will establish a process by which students, employees, or other citizens may confidentially report suspected illegal, improper, or fraudulent activity to the internal auditor. The internal auditor will assist the board in its oversight of the operations of the central office and the institutions (and any foundations associated with the institutions), the central office and institution financial statements and other financial reports, establishment and maintenance of strong internal controls, compliance with legal requirements and applicable rules, and the performance of the central office and institutional internal audit functions.

The audit committee will develop a written code of conduct for recommendation to the full board for distribution to the faculty and staff of the central office and institutions which reminds all employees of the public nature of the organization and the need to protect organization assets from waste, abuse, and fraud and to avoid engaging in activities which bring dishonor to the organization.

Legislation is currently being considered by the Tennessee General Assembly regarding the audit function for the higher education governing boards. Any additional legislative requirements that are passed by the General Assembly will be incorporated into the internal audit policies and procedures of the board.

RECOMMENDATIONS

ADMINISTRATIVE

The Board of Regents should address the following areas to improve the efficiency and effectiveness of its operations.

1. As a part of the planning process, the Tennessee Technology Center staff should review long-range plans to ensure that program goals have been addressed in the plans. The central office should provide strategic planning training and distribute to the center directors conceptual guides describing how baseline measures, performance targets, and implementation dates should be used in constructing measurable objective statements. Finally, Tennessee Technology Center central office staff should regularly monitor the centers' progress toward program and long-range goals.
2. The Tennessee Board of Regents should establish an audit committee as a standing committee. The committee should be composed of at least five members. The chair of the audit committee should have a strong accounting or financial management background, and members of the committee should have an adequate background and education to enable them to understand the information presented in the financial statements of the board institutions and the comments of auditors with regard to internal control and compliance findings. The audit committee should have a written charter that addresses the committee's purpose, which should, at a minimum, be to assist the board in its oversight of the operations of the central office and the institutions (and any foundations associated with the institutions), the central office and institution financial statements and other financial reports, establishment and maintenance of strong internal controls, compliance with legal requirements and applicable rules, and the performance of the central office and institutional internal audit functions. The board should establish procedures for the director of internal audit to report directly to the audit committee. The charter should include guidelines and policies on how the board will identify risks of fraud and financial reporting irregularities and monitor and control those risks.

The audit committee should meet at least four times a year. These meetings may take place during dates of other board meetings, but the committee should meet separately from those other meetings. The audit committee should meet at least annually to review the audit of the central office and the institutions and any audits of institution foundations by the Comptroller's office and to consider what actions are necessary in response to any findings of those audits.

The audit committee should meet, as appropriate, to review investigative reports and other reports issued by the Comptroller's office relative to the central office and the board's institutions. The audit committee should regularly review with the Comptroller's office any difficulties encountered in the course of the audit, including any restrictions on the scope of

the activities of the auditors or access to requested information or any other significant disagreements with management.

The audit committee should also be responsible for discussing with the internal auditors and the Comptroller's office how the board independently determines major risks of fraud and financial reporting irregularities and the steps independently taken by the board to monitor and control the board's exposure to such risks.

The audit committee should establish policies and procedures for encouraging officers and staff of the central office and institutions who have knowledge of questionable actions of any employee of the central office, institutions, or board member, relating to fraud or abuse of board assets or funds or financial reporting irregularities, to report that information to the board. The audit committee should immediately inform the Comptroller's office of any such information they receive.

The audit committee should develop a written code of conduct to recommend to the full board for publication to the faculty and staff of the central office and institutions which reminds all employees of the public nature of the organization and the need to protect organization assets from waste, abuse, and fraud and to avoid engaging in activities which bring dishonor on the organization.

Appendix 1

Title VI

Title VI of the Civil Rights Act of 1964, as codified in 42 U.S.C. § 2000d, provides that: “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.” Thus, all programs or activities receiving federal funds are prohibited from discriminating against participants or clients on the basis of race, color, or national origin. In response to a request from members of the Government Operations Committees, we compiled information concerning federal financial assistance received by the Board of Regents, and the board’s efforts to comply with Title VI requirements. The board and its institutions received over \$300 million in federal grants and contracts in fiscal year 2003. The results of the information gathered are summarized below.

Tennessee Board of Regents Goals and Objectives

According to the 2002-2003 Title VI Implementation Plan, the TBR’s long-term goals are

1. To continue to review policies and guidelines to ensure compliance with Title VI programs activities.
2. To develop mechanisms to increase minority input into revising plan and activities.
3. To implement and continuously review and monitor provisions in the Stipulation of Settlement in *Geier v. Sundquist*.

The board’s short-term plans are

1. To discuss at meetings of Affirmative Action, Student Affairs, and Academic Affairs regarding achievement of employment and student objectives and intent of Title VI.
2. To continue a review of post-award annual survey instrument.
3. To request Tennessee Foreign Language Institute to assist TBR in designing materials for Title VI in language other than English.
4. To continue the review of the process of awarding research grants with the Office of Sponsored Research on campuses.

Title VI Compliance

According to the board’s Title VI plan, TBR policy and guideline manuals are published and available on campus, as well as on the Internet. Campus publications, such as the college catalog, advertisements, and faculty and staff handbooks contain notice of nondiscrimination

statements. The ultimate responsibility for implementing the program at the institution/school rests with the President/Director.

Organization / Civil Rights Coordinator

According to TBR policy, the Chancellor designates a person on the System staff to serve as the Equal Employment Opportunity/Affirmative Action Officer for the Board of Regents system. The Chancellor also has directed the president and/or director of each institution/school to appoint an EEO/AA officer for the institution/school. This person is primarily responsible for employment issues. Complaints involving discrimination or harassment between students are investigated and resolved by the Chief Student Affairs Officer.

Title VI positions may be full-time or split with other functional duties and responsibilities. The Affirmative Action Officers were chosen to be Title VI Coordinators due to their training in processing complaints and grievances and familiarity with procedures under due process.

The records and the development of the annual Title VI implementation plan are the responsibility of the Affirmative Action Officers and Presidents/Directors. A report issued by the U.S. Commission on Civil Rights, June 1996, entitled *Federal Title VI Enforcement To Ensure Nondiscrimination In Federally Assisted Programs*, is used as a reference for the program.

Title VI Complaints

There were three Title VI complaints filed at the University of Memphis during the 2002–2003 period. According to the board’s legal staff, the complaints were investigated, and it was determined that there was no discrimination.

TBR Data Collection and Analysis

TBR has a streamlined approach for sharing data and filing complaints which serves to strengthen their commitment to all programs. For example, the TBR uses the Headcount Enrollment by Race to monitor progress in recruitment and retention for minorities and overall enrollment statistics. The TBR also compiles a “Small and Minority Owned Business Summary Report” for the fiscal year.

TENNESSEE BOARD OF REGENTS					
Small, Minority, Disabled, and Women Owned Business Report					
July 1, 2002 - June 30, 2003					
	<u>SOLICITATIONS</u>	<u>RESPONSES</u>	<u>AWARDS</u>	<u>AMOUNT</u>	
REPORTING CLASSIFICATION:					
Minority Owned	2,858	2,336	1,793	\$3,305,713	
Women Owned	5,824	5,305	4,739	\$137,532,819	
Disabled Owned	25	23	20	\$21,915	
ETHNICITY:					
African American	1,725	1,394	1,015	\$ 2,554,037	
Asian-American	391	292	223	202,292	
American Indian	261	224	175	67,821	
American Eskimo	1	1	1	1,152	
American Aleut.	35	28	14	4,066	
Hispanic American	194	164	138	111,382	
Other Minorities	251	233	227	364,963	
Total Ethnicity	2,858	2,336	1,793	\$ 3,305,713	
SMALL BUSINESS:	18,857	17,629	15,954	\$12,482,343	
NOTES:					
1. Vendors are reported in every applicable category and may be duplicated between categories.					
2. The numbers are compiled from data submitted quarterly by each TBR institution and are based on information maintained in the institution's Purchasing Department regarding bids and awards.					

According to the board's Title VI Plan, this data is important for comparison purposes with previous years to document interactions with minority businesses.

TBR guidelines provide recruitment procedures for hiring employees of other races. According to guidelines, interview pools are reviewed and approved by the central office for all upper-level hiring of administrative positions as an additional step to review the diversity of all pools for upper-level appointments. After interviews, the campus recommends the appointment, which is also reviewed at the central office.

Additionally, a TBR initiative, the "Maxine Smith Fellowship Program," describes efforts aimed to provide TBR minority employees with professional development and formal mentoring/networking opportunities. (The Tennessee Board of Regents, at its December 13, 2002, meeting, unanimously approved a resolution changing the name of the *Geier* Fellowship Program to the Maxine Smith Fellowship Program.) The program, which prepares African American TBR employees for higher levels of responsibility and authority, was begun in 1995 as one of the changes brought about by the *Geier* lawsuit.

The purpose of the Maxine Smith Fellowship Program is to provide administrative staff experience in a governing board setting with a view to creating a larger pool of qualified African Americans for higher-level positions at TBR institutions and in the TBR central office. It is

further aimed at providing opportunities for African-American TBR employees to participate in a working and learning environment that will enhance their work experience and career development. Each fellow is assigned to an administrative mentor at the TBR central office, THEC, or at a TBR institution. The program has been expanded to include high-level placements in the offices of institution presidents, vice-presidents, and deans. Financial support for the fellows program comes from TBR's allocation of desegregation funds from the Tennessee Higher Education Commission. Since the inception of the program, about 25 fellows have participated.

Fall 2003 university student enrollment population was 23% African-American, 70% White, and about 7% other racial groups. Fall 2003 community college student enrollment population was 18% African-American, 78% White, and about 4% other racial groups. (See Table 2.) The TBR specifically targets other-race students. Recent initiatives of TBR institutions are "Tennessee Technological University African American Graduate Student Recruitment Plan," "Austin Peay State University Persistence Gap Reduction Report," and "Pre-University Programs."

Ensuring minority participation on policy-making, planning boards, and advisory commissions is vital to providing equal access to all programs. Campuses also appoint qualified minority representatives to policy-making bodies.

According to the plan, the board's current racial composition includes one African-American, and the remaining 18 are White. The TBR has a Student and Faculty Committee. Currently, all of the individuals assigned to TBR Faculty Committees are White.

The African-American counseling cases comprise 29.6% of the total Tennessee Small Business Development Center (TSBDC) counseling cases. Of the training services, 36.1% of the attendees were minorities.

Compliance Reviews

Periodic compliance reviews will be conducted in the annual cycle, along with the submission of affirmative action plans and supporting desegregation data. The survey form has been developed and will be used annually to survey compliance.

Each institution develops a complete list of entities with which it has contracts in which federal money is passed through to a non-TBR entity. These programs are monitored according to federal and state regulations. For some programs, most notably JTPA, procedures may already be in place which fully examine and document the Title VI Compliance of institutions' sub recipients.

Title VI Reporting

Copies of assurances, public notification plans, press releases, and training materials are maintained at each campus location, according to the Title VI plan. The Geier Consent Decree reports and assurances contribute to system-wide notification of desegregation good-faith efforts.

Institutions are also requested to periodically report to the system office reports for compliance. These reports will be furnished to other agencies of federal and state government, the Title VI Compliance Commission, and the Division of State Audit by June 30 each year.

TBR Employees: Listed by Position, Gender, and Ethnicity

Tennessee Board of Regents										
Total Number of Employees by Title, Race, and Gender										
July 1, 2003										
Title	Male	Female	Total	White	Black	Hispanic	Asian	Amer. Indian	AK Native	Total
ACADEMIC COMPUTING SPECIALIST	1	3	4	2	1	0	1	0	0	4
ACCOUNT CLERK	9	246	255	189	65	1	0	0	0	255
ACCOUNT CLERK SUPERVISOR	1	9	10	9	1	0	0	0	0	10
ACCOUNTANT	13	44	57	39	11	1	6	0	0	57
ADJUNCT PROFESSOR (MSU)	1	0	1	0	1	0	0	0	0	1
ADMINISTRATIVE ASSISTANT	6	96	102	90	12	0	0	0	0	102
ADMINISTRATIVE COORDINATOR	5	2	7	6	1	0	0	0	0	7
ADMINISTRATIVE SECRETARY	1	79	80	59	21	0	0	0	0	80
ADMISSIONS & RECORDS CLERK	5	64	69	47	21	0	1	0	0	69
ADMISSIONS & RECORDS LEAD WORKER	0	29	29	19	9	1	0	0	0	29
ADMISSIONS AND RECORDS SUPERVISOR	1	16	17	13	4	0	0	0	0	17
ADVISOR	21	51	72	51	21	0	0	0	0	72
AFFIRMATIVE ACTION OFFICER	0	1	1	0	1	0	0	0	0	1
AIR CONDITIONING/HEATING MECHANIC	55	1	56	41	12	0	2	1	0	56
AIR CONDITIONING/HEATING SHOP SUP	5	0	5	4	1	0	0	0	0	5
ANALYST	20	40	60	41	17	0	2	0	0	60
ARTIST	3	0	3	3	0	0	0	0	0	3
ARTS TECHNICIAN	4	2	6	6	0	0	0	0	0	6
ASSISTANT ATHLETIC DIRECTOR	4	2	6	6	0	0	0	0	0	6
ASSISTANT ATHLETIC TRAINER	3	3	6	6	0	0	0	0	0	6
ASSISTANT BUILDING ACTIVITIES ATT	2	0	2	0	2	0	0	0	0	2
ASSISTANT BUSINESS MANAGER	0	1	1	1	0	0	0	0	0	1
ASSISTANT COACH	64	14	78	56	22	0	0	0	0	78
ASSISTANT COORDINATOR	4	15	19	13	5	1	0	0	0	19
ASSISTANT DEAN	14	12	26	21	5	0	0	0	0	26
ASSISTANT DIRECTOR	87	124	211	155	53	1	1	1	0	211
ASSISTANT EXTENSION AGENT	2	2	4	0	4	0	0	0	0	4
ASSISTANT GENERAL COUNSEL	2	4	6	4	2	0	0	0	0	6
ASSISTANT INTERNAL AUDITOR	0	1	1	1	0	0	0	0	0	1
ASSISTANT LIBRARIAN	1	4	5	5	0	0	0	0	0	5
ASSISTANT MAINTENANCE SUPERVISOR	3	0	3	2	1	0	0	0	0	3
ASSISTANT MANAGER	9	4	13	8	4	1	0	0	0	13

Title	Male	Female	Total	White	Black	Hispanic	Asian	Amer. Indian	AK Native	Total
ASSISTANT PROFESSOR	629	677	1306	1,044	150	19	91	2	0	1,306
ASSISTANT PROVOST	5	2	7	7	0	0	0	0	0	7
ASSISTANT PURCHASING AGENT	1	2	3	3	0	0	0	0	0	3
ASSISTANT REGISTRAR	3	5	8	6	2	0	0	0	0	8
ASSISTANT TO	10	32	42	31	11	0	0	0	0	42
ASSISTANT TO PRESIDENT	2	7	9	5	4	0	0	0	0	9
ASSISTANT VICE CHANCELLOR	3	3	6	5	1	0	0	0	0	6
ASSISTANT VICE PRESIDENT	19	18	37	30	7	0	0	0	0	37
ASSISTANT VICE PROVOST	0	1	1	1	0	0	0	0	0	1
ASSOCIATE ATHLETIC DIRECTOR	1	1	2	2	0	0	0	0	0	2
ASSOCIATE COACH	3	1	4	4	0	0	0	0	0	4
ASSOCIATE DEAN	21	14	35	26	7	1	1	0	0	35
ASSOCIATE DIRECTOR	34	34	68	48	19	1	0	0	0	68
ASSOCIATE EXTENSION AGENT	2	0	2	1	1	0	0	0	0	2
ASSOCIATE LIBRARIAN	0	1	1	1	0	0	0	0	0	1
ASSOCIATE PROFESSOR	866	737	1603	1,351	173	14	61	4	0	1,603
ASSOCIATE VICE CHANCELLOR	1	1	2	2	0	0	0	0	0	2
ASSOCIATE VICE PRESIDENT	21	12	33	24	8	0	1	0	0	33
ASST LAB ANIMAL TECH	0	1	1	1	0	0	0	0	0	1
ATHLETIC DIRECTOR	3	1	4	2	2	0	0	0	0	4
ATHLETIC TICKET MANAGER	0	1	1	1	0	0	0	0	0	1
ATHLETIC TRAINER	5	2	7	5	1	1	0	0	0	7
AUTOMOTIVE MECHANIC	7	0	7	6	1	0	0	0	0	7
BAKER	1	2	3	1	0	1	1	0	0	3
BAKER LEAD WORKER	0	1	1	1	0	0	0	0	0	1
BINDERY TECHNICIAN	1	0	1	1	0	0	0	0	0	1
BOILER OPERATOR	18	0	18	11	7	0	0	0	0	18
BOILER ROOM HELPER	2	0	2	0	2	0	0	0	0	2
BOOKSTORE MANAGER	1	0	1	1	0	0	0	0	0	1
BOOKSTORE REPRESENTATIVE	0	4	4	4	0	0	0	0	0	4
BOOKSTORE SUPERVISOR	0	1	1	1	0	0	0	0	0	1
BUDGET DIRECTOR	1	0	1	1	0	0	0	0	0	1
BUILDING ACTIVITIES ATTENDANT	3	4	7	5	2	0	0	0	0	7
BUILDING ACTIVITIES SUPERVISOR	6	3	9	2	7	0	0	0	0	9
BURSAR	2	9	11	10	1	0	0	0	0	11
BUS DRIVER	16	4	20	11	8	0	0	1	0	20
BUSINESS MANAGER	4	19	23	19	4	0	0	0	0	23
BUYER	0	7	7	7	0	0	0	0	0	7
CABINETMAKER	2	0	2	2	0	0	0	0	0	2
CABINETMAKER LEAD WORKER	1	0	1	1	0	0	0	0	0	1
CAMERA ROOM/STRIPPING SUPERVISOR	1	0	1	1	0	0	0	0	0	1
CAMPUS NURSE	0	2	2	2	0	0	0	0	0	2
CARPENTER	26	0	26	22	4	0	0	0	0	26
CARPENTER (FINISH)	3	1	4	3	1	0	0	0	0	4
CARPENTER LEAD WORKER	3	0	3	2	1	0	0	0	0	3
CARPENTRY SHOP SUPERVISOR	5	0	5	5	0	0	0	0	0	5

Title	Male	Female	Total	White	Black	Hispanic	Asian	Amer. Indian	AK Native	Total
CASH REGISTER OPERATOR	1	1	2	2	0	0	0	0	0	2
CASH REGISTER OPERATOR LEAD WORKER	0	1	1	0	1	0	0	0	0	1
CASHIER	3	25	28	18	10	0	0	0	0	28
CENTRAL SHIPPING & RECEIVING SUPE	3	1	4	4	0	0	0	0	0	4
CERTIFICATION ANALYST	0	5	5	5	0	0	0	0	0	5
CERTIFIED MEDICAL ASSISTANT	0	2	2	2	0	0	0	0	0	2
CHAIRPERSON	70	18	88	78	6	1	3	0	0	88
CHANCELLOR	1	0	1	1	0	0	0	0	0	1
CHIEF MECHANIC	4	0	4	4	0	0	0	0	0	4
CHILD CARE AIDE	2	45	47	22	25	0	0	0	0	47
CHILD CARE SPECIALIST	1	31	32	23	9	0	0	0	0	32
CLERK	4	15	19	8	9	0	0	2	0	19
CLERK TYPIST	0	48	48	30	17	0	1	0	0	48
CLINICAL ASSISTANT	0	19	19	19	0	0	0	0	0	19
CLINICAL INSTRUCTOR	0	1	1	1	0	0	0	0	0	1
COMPOSITOR	1	4	5	4	1	0	0	0	0	5
COMPOSITOR LEAD WORKER	0	1	1	1	0	0	0	0	0	1
COMPUTER LABORATORY TECHNICIAN	51	19	70	62	6	1	0	1	0	70
COMPUTER OPERATIONS COORDINATOR	8	4	12	11	1	0	0	0	0	12
COMPUTER OPERATIONS SPECIALIST	12	11	23	20	3	0	0	0	0	23
COMPUTER OPERATOR	6	6	12	7	4	1	0	0	0	12
COMPUTER PROGRAMMER	6	6	12	11	1	0	0	0	0	12
COMPUTER PROGRAMMER ANALYST	9	9	18	15	3	0	0	0	0	18
CONSTRUCTION/BUILDING INSPECTOR	1	0	1	1	0	0	0	0	0	1
CONSULTANT	5	8	13	12	1	0	0	0	0	13
CONTRACT COMPLIANCE ASSISTANT	0	3	3	3	0	0	0	0	0	3
CONTROLLER	2	2	4	4	0	0	0	0	0	4
COOK	6	4	10	4	6	0	0	0	0	10
COOK LEAD WORKER	0	2	2	2	0	0	0	0	0	2
COORDINATOR	160	495	655	520	124	6	5	0	0	655
COUNSELOR	50	147	197	122	70	3	2	0	0	197
COUNSELOR AIDE	7	31	38	0	38	0	0	0	0	38
COURSE INFORMATION CLERK	0	1	1	1	0	0	0	0	0	1
CURATOR	1	3	4	4	0	0	0	0	0	4
CUSTODIAL EQUIPMENT MECHANIC	1	0	1	0	1	0	0	0	0	1
CUSTODIAL FOREMAN	11	13	24	5	19	0	0	0	0	24
CUSTODIAL SUPERVISOR	17	10	27	10	17	0	0	0	0	27
CUSTODIAN	232	322	554	296	253	1	3	1	0	554
CUSTODIAN LEAD WORKER	52	41	93	26	67	0	0	0	0	93
DATA CONTROL CLERK	0	1	1	1	0	0	0	0	0	1
DATA ENTRY LEAD OPERATOR	0	1	1	0	1	0	0	0	0	1
DATA ENTRY OPERATOR	0	9	9	5	4	0	0	0	0	9
DEAN	66	51	117	100	16	0	1	0	0	117
DENTAL CLINIC ASSISTANT	0	2	2	1	1	0	0	0	0	2
DENTAL EQUIPMENT SERVICE WORKER	0	2	2	2	0	0	0	0	0	2
DEPARTMENT HEAD	47	32	79	53	24	0	2	0	0	79

Title	Male	Female	Total	White	Black	Hispanic	Asian	Amer. Indian	AK Native	Total
DESIGNER	4	10	14	13	1	0	0	0	0	14
DIRECTOR	327	387	714	567	128	5	11	3	0	714
DISPATCHER	4	16	20	8	10	1	1	0	0	20
DIVISION CHAIRPERSON	2	4	6	5	0	0	1	0	0	6
DRAFTER	5	1	6	4	2	0	0	0	0	6
DUPLICATING SERVICE CLERK	0	1	1	1	0	0	0	0	0	1
EDITOR	3	7	10	10	0	0	0	0	0	10
EDITORIAL ASSISTANT	2	7	9	8	1	0	0	0	0	9
ELECTRICAL SHOP SUPERVISOR	3	0	3	3	0	0	0	0	0	3
ELECTRICIAN	22	0	22	18	3	0	0	1	0	22
ELECTRICIAN - HIGH VOLTAGE	5	0	5	5	0	0	0	0	0	5
ELECTRICIAN LEAD WORKER	9	0	9	8	1	0	0	0	0	9
ELECTRONIC EQUIPMENT TECHNICIAN	12	0	12	10	1	0	1	0	0	12
ELECTRONIC TECHNICIAN	14	1	15	12	3	0	0	0	0	15
ELECTRONICS SHOP SUPERVISOR	2	0	2	2	0	0	0	0	0	2
ENERGY SYSTEM SPECIALIST	2	0	2	1	1	0	0	0	0	2
ENGINEER	13	1	14	13	1	0	0	0	0	14
ENGINEERING LABORATORY TECHNICIAN	11	1	12	12	0	0	0	0	0	12
ENGINEERING TECHNICIAN	1	0	1	0	1	0	0	0	0	1
EQUIPMENT ROOM ATTENDANT	1	0	1	1	0	0	0	0	0	1
EVALUATOR	0	9	9	3	6	0	0	0	0	9
EXECUTIVE AIDE	0	151	151	139	10	0	2	0	0	151
EXECUTIVE ASSISTANT TO CHANCELLOR	0	1	1	1	0	0	0	0	0	1
EXECUTIVE ASSISTANT TO PRESIDENT	3	4	7	6	1	0	0	0	0	7
EXECUTIVE DIRECTOR	11	9	20	17	3	0	0	0	0	20
EXECUTIVE SECRETARY	0	60	60	51	9	0	0	0	0	60
EXECUTIVE VICE CHANCELLOR	0	1	1	1	0	0	0	0	0	1
EXTENSION AGENT	2	6	8	4	4	0	0	0	0	8
FARM SUPERVISOR	4	2	6	5	1	0	0	0	0	6
FARM WORKER	5	0	5	5	0	0	0	0	0	5
FINANCIAL AID ASSISTANT	1	45	46	36	10	0	0	0	0	46
FINANCIAL AID CLERK	1	21	22	15	7	0	0	0	0	22
FINANCIAL AID OFFICER	1	7	8	6	2	0	0	0	0	8
FINANCIAL AID SUPERVISOR	0	4	4	2	2	0	0	0	0	4
FINANCIAL ANALYST	4	14	18	7	11	0	0	0	0	18
FINANCIAL MANAGEMENT ANALYST	2	3	5	5	0	0	0	0	0	5
FOOD SERVICE LEAD WORKER	2	10	12	8	4	0	0	0	0	12
FOOD SERVICE SUPERVISOR	1	0	1	1	0	0	0	0	0	1
FOOD SERVICE WORKER	9	5	14	10	3	0	1	0	0	14
GENERAL COUNSEL	0	1	1	1	0	0	0	0	0	1
GENERAL MAINTENANCE MECHANIC SUPE	6	0	6	6	0	0	0	0	0	6
GRADUATION ANALYST	1	27	28	20	8	0	0	0	0	28
GRADUATION ANALYST LEAD WORKER	0	8	8	8	0	0	0	0	0	8

Title	Male	Female	Total	White	Black	Hispanic	Asian	Amer. Indian	AK Native	Total
GRAPHIC ARTS TECHNICIAN	2	4	6	6	0	0	0	0	0	6
GREENHOUSE/NURSERY WORKER	3	2	5	5	0	0	0	0	0	5
GROUND'S FOREMAN	4	0	4	3	1	0	0	0	0	4
GROUND'S SUPERVISOR	10	4	14	10	4	0	0	0	0	14
GROUND'S WORKER	48	2	50	26	24	0	0	0	0	50
HEAD CASHIER	0	6	6	2	4	0	0	0	0	6
HEAD COACH	41	24	65	53	10	2	0	0	0	65
HEAD NURSE	0	1	1	1	0	0	0	0	0	1
HEAVY EQUIPMENT LEAD OPERATOR	3	0	3	3	0	0	0	0	0	3
HISTOLOGIC TECHNICIAN	0	1	1	1	0	0	0	0	0	1
HORTICULTURE TECHNICIAN	9	1	10	10	0	0	0	0	0	10
HORTICULTURIST	1	2	3	3	0	0	0	0	0	3
HOUSEKEEPER	0	6	6	3	3	0	0	0	0	6
HOUSEWORKER	0	1	1	1	0	0	0	0	0	1
HOUSING RESERVATIONIST	0	2	2	2	0	0	0	0	0	2
HOUSING SPECIALIST	0	2	2	0	2	0	0	0	0	2
INFORMATION CENTER SUPERVISOR	1	4	5	3	2	0	0	0	0	5
INFORMATION PROCESSING SPECIALIST	0	7	7	7	0	0	0	0	0	7
INFORMATION RECEPTIONIST	0	4	4	4	0	0	0	0	0	4
INFORMATION RESEARCH TECHNICIAN	4	45	49	46	2	0	1	0	0	49
INFORMATION SYSTEM RECORDS CLERK	4	29	33	15	15	2	0	1	0	33
INSPECTOR	2	1	3	2	1	0	0	0	0	3
INSTRUCTIONAL AIDE	1	5	6	5	1	0	0	0	0	6
INSTRUCTOR	356	495	851	757	76	4	13	1	0	851
INTERMEDIATE TEACHER (TTC)	39	36	75	70	5	0	0	0	0	75
INTERNAL AUDITOR	3	7	10	8	1	0	1	0	0	10
INTERPRETER	0	2	2	2	0	0	0	0	0	2
INVENTORY CLERK	1	0	1	1	0	0	0	0	0	1
INVENTORY SUPERVISOR	5	2	7	5	2	0	0	0	0	7
INVESTIGATOR	2	9	11	7	3	0	0	1	0	11
LABORATORY AIDE	1	0	1	1	0	0	0	0	0	1
LABORATORY ANIMAL CARETAKER	1	1	2	0	2	0	0	0	0	2
LABORATORY ANIMAL TECHNICIAN	1	2	3	1	2	0	0	0	0	3
LABORATORY ASSISTANT	12	10	22	21	1	0	0	0	0	22
LABORATORY TECHNICIAN	22	16	38	25	10	0	3	0	0	38
LABORER	1	0	1	1	0	0	0	0	0	1
LEAD CASH REGISTER OPERATOR	0	4	4	3	1	0	0	0	0	4
LEAD CASHIER	0	8	8	6	2	0	0	0	0	8
LEAD INTERPRETER	0	1	1	1	0	0	0	0	0	1
LEAD MAIL CARRIER	1	1	2	1	1	0	0	0	0	2
LEAD POSTAL CLERK	0	1	1	1	0	0	0	0	0	1
LEARNING CENTER CLERK	0	1	1	1	0	0	0	0	0	1
LEARNING CENTER SPECIALIST	3	20	23	21	2	0	0	0	0	23
LIBRARIAN	9	26	35	30	5	0	0	0	0	35
LIBRARY ASSISTANT	40	132	172	112	54	6	0	0	0	172
LIBRARY ASSISTANT, MEDICAL	0	4	4	3	1	0	0	0	0	4

Title	Male	Female	Total	White	Black	Hispanic	Asian	Amer. Indian	AK Native	Total
LIBRARY ASSISTANT, SENIOR	11	26	37	29	8	0	0	0	0	37
LIBRARY ASSOCIATE	1	4	5	5	0	0	0	0	0	5
LIBRARY CLERK	3	0	3	2	0	0	1	0	0	3
LICENSED PRACTICAL NURSE	0	5	5	3	2	0	0	0	0	5
LOCKSHOP SUPERVISOR	3	0	3	2	1	0	0	0	0	3
LOCKSMITH	9	0	9	8	1	0	0	0	0	9
MACHINIST	1	0	1	0	1	0	0	0	0	1
MACHINIST LABORATORY TECHNICIAN	1	0	1	1	0	0	0	0	0	1
MAIL AND INVENTORY CLERK	2	1	3	2	1	0	0	0	0	3
MAIL CARRIER	9	1	10	6	4	0	0	0	0	10
MAIL SERVICE MACHINE OPERATOR	2	5	7	6	1	0	0	0	0	7
MAIL SERVICE MACHINE OPERATOR TRAIN	0	3	3	3	0	0	0	0	0	3
MAINTENANCE CUSTODIAL SUPERVISOR	5	0	5	5	0	0	0	0	0	5
MAINTENANCE LEAD WORKER	20	0	20	16	4	0	0	0	0	20
MAINTENANCE MECHANIC	30	1	31	28	2	1	0	0	0	31
MAINTENANCE MECHANIC LEAD WORKER	5	0	5	5	0	0	0	0	0	5
MAINTENANCE SCHEDULER	5	1	6	6	0	0	0	0	0	6
MAINTENANCE SUPERVISOR	11	1	12	10	2	0	0	0	0	12
MAINTENANCE UTILITY HELPER	4	2	6	5	1	0	0	0	0	6
MAINTENANCE UTILITY WORKER	37	1	38	27	11	0	0	0	0	38
MAINTENANCE WORKER	68	2	70	52	17	1	0	0	0	70
MANAGER	138	118	256	210	36	3	6	1	0	256
MASON LEAD WORKER	1	0	1	0	1	0	0	0	0	1
MASON SUPERVISOR	2	0	2	2	0	0	0	0	0	2
MECHANIC'S HELPER	2	0	2	1	1	0	0	0	0	2
MEDIA REPRESENTATIVE	3	2	5	3	2	0	0	0	0	5
MEDIA SPECIALIST	8	3	11	7	4	0	0	0	0	11
MEDIA SPECIALIST	2	1	3	3	0	0	0	0	0	3
MEDICAL CLINIC ASSISTANT	0	1	1	0	1	0	0	0	0	1
MEDICAL PROGRAM FACILITATOR	0	20	20	20	0	0	0	0	0	20
MOVING AND STORAGE LEAD WORKER	1	0	1	1	0	0	0	0	0	1
MUSEUM GUIDE	2	2	4	1	1	0	2	0	0	4
MUSIC DIRECTOR	1	0	1	1	0	0	0	0	0	1
NETWORK ANALYST	1	0	1	1	0	0	0	0	0	1
NIGHT ADMINISTRATIVE CLERK	2	2	4	4	0	0	0	0	0	4
NURSE	1	20	21	19	1	1	0	0	0	21
NURSE PRACTITIONER	0	3	3	3	0	0	0	0	0	3
OFFICE MACHINE TECHNICIAN	1	0	1	0	1	0	0	0	0	1
OFFICE MANAGER	0	14	14	8	5	1	0	0	0	14
OFFICE SUPERVISOR	3	70	73	47	25	0	1	0	0	73
OFFSET CAMERA OPERATOR	1	1	2	2	0	0	0	0	0	2
OFFSET PRESS OPERATOR	7	9	16	10	6	0	0	0	0	16

Title	Male	Female	Total	White	Black	Hispanic	Asian	Amer. Indian	AK Native	Total
OFFSET PRESS OPERATOR LEAD WORKER	5	1	6	3	3	0	0	0	0	6
PAINTER	22	0	22	18	3	1	0	0	0	22
PAINTER LEAD WORKER	2	0	2	2	0	0	0	0	0	2
PARKING ATTENDANT	6	5	11	5	6	0	0	0	0	11
PAYROLL CLERK	0	5	5	4	1	0	0	0	0	5
PAYROLL SUPERVISOR	0	8	8	8	0	0	0	0	0	8
PERSONNEL ASSISTANT	3	22	25	13	11	0	1	0	0	25
PERSONNEL CLERK	0	14	14	13	1	0	0	0	0	14
PERSONNEL MANAGEMENT ANALYST	1	0	1	1	0	0	0	0	0	1
PERSONNEL RECORDS SUPERVISOR	1	11	12	9	3	0	0	0	0	12
PEST CONTROL OPERATOR	2	0	2	1	1	0	0	0	0	2
PEST CONTROL WORKER	1	0	1	1	0	0	0	0	0	1
PHOTO/OFFSET MACHINE OPERATOR	2	3	5	3	2	0	0	0	0	5
PHOTOGRAPHER	2	0	2	2	0	0	0	0	0	2
PHOTOGRAPHER/CINEMATOGRAPHER	4	0	4	4	0	0	0	0	0	4
PHOTOGRAPHIC TECHNICIAN	0	1	1	0	1	0	0	0	0	1
PHYSICIAN	4	1	5	4	1	0	0	0	0	5
PHYSICIAN'S ASSISTANT	0	2	2	1	1	0	0	0	0	2
PLACEMENT OFFICER	0	1	1	1	0	0	0	0	0	1
PLANNER	1	0	1	1	0	0	0	0	0	1
PLUMBER	16	0	16	14	2	0	0	0	0	16
PLUMBER LEAD WORKER	1	0	1	0	1	0	0	0	0	1
PLUMBING SHOP SUPERVISOR	3	0	3	2	1	0	0	0	0	3
POST DOCTORAL ASSISTANT (MSU)	10	4	14	7	2	0	5	0	0	14
POSTAL CLERK	4	16	20	8	10	0	2	0	0	20
POSTAL SERVICE SUPERVISOR	1	2	3	2	1	0	0	0	0	3
PREPARATOR	1	0	1	1	0	0	0	0	0	1
PRESIDENT	15	4	19	14	5	0	0	0	0	19
PRESIDENT EMERITUS	1	0	1	1	0	0	0	0	0	1
PRESSROOM SUPERVISOR	2	0	2	2	0	0	0	0	0	2
PRINT SHOP SUPERVISOR	2	0	2	2	0	0	0	0	0	2
PRINTING CLERK	0	1	1	1	0	0	0	0	0	1
PRINTING ESTIMATOR	2	0	2	2	0	0	0	0	0	2
PRINTING TECHNICIAN	2	1	3	3	0	0	0	0	0	3
PRODUCER	3	1	4	2	2	0	0	0	0	4
PROFESSOR	888	283	1171	984	77	19	87	4	0	1,171
PROGRAM ASSISTANT	0	15	15	8	7	0	0	0	0	15
PROGRAMMER/ANALYST	19	22	41	34	2	0	5	0	0	41
PROVOST	3	2	5	4	1	0	0	0	0	5
PSYCHOLOGIST	0	1	1	0	1	0	0	0	0	1
PUBLIC SAFETY OFFICER	20	2	22	19	3	0	0	0	0	22
PUBLICATIONS ASSISTANT	0	1	1	1	0	0	0	0	0	1
PURCHASING AGENT	3	5	8	6	2	0	0	0	0	8
PURCHASING CLERK	0	3	3	2	1	0	0	0	0	3
RADIO ANNOUNCER	2	0	2	2	0	0	0	0	0	2
RADIO STATION CHIEF ENGINEER	5	0	5	3	1	1	0	0	0	5
RADIO STATION OPERATOR	1	0	1	1	0	0	0	0	0	1
RADIOGRAPHER	0	1	1	1	0	0	0	0	0	1
REGISTRAR	1	5	6	4	2	0	0	0	0	6

Title	Male	Female	Total	White	Black	Hispanic	Asian	Amer. Indian	AK Native	Total
RESEARCH ANALYST	1	3	4	2	1	0	1	0	0	4
RESEARCH ASSISTANT	11	32	43	26	12	0	5	0	0	43
RESEARCH ASSOCIATE	24	60	84	46	22	2	14	0	0	84
RESEARCH SPECIALIST	10	13	23	20	1	0	2	0	0	23
RESEARCH TECHNICIAN	10	13	23	20	2	0	1	0	0	23
SAFETY INSPECTOR	2	1	3	3	0	0	0	0	0	3
SCIENTIFIC EQUIPMENT TECHNICIAN	6	3	9	9	0	0	0	0	0	9
SECRETARY	17	958	975	724	238	7	4	2	0	975
SECURITY GUARD	48	11	59	36	20	2	1	0	0	59
SECURITY GUARD SUPERVISOR	4	1	5	4	1	0	0	0	0	5
SECURITY OFFICER	110	16	126	73	49	3	1	0	0	126
SECURITY OFFICER SUPERVISOR	7	5	12	6	6	0	0	0	0	12
SENIOR ADVISOR	1	0	1	0	1	0	0	0	0	1
SENIOR HISTOLOGIC TECHNICIAN	0	1	1	1	0	0	0	0	0	1
SENIOR MEDICAL LABRATORY TECHNICIAN	0	2	2	2	0	0	0	0	0	2
SENIOR TEACHER (TTC)	25	42	67	64	3	0	0	0	0	67
SHEET METAL WORKER	2	0	2	2	0	0	0	0	0	2
SHIPPING AND RECEIVING CLERK	13	0	13	9	4	0	0	0	0	13
SHOP TECHNICIAN	4	0	4	3	1	0	0	0	0	4
SKILLED TRADES HELPER	2	0	2	2	0	0	0	0	0	2
SLIDE CURATOR	0	2	2	2	0	0	0	0	0	2
SOCIAL WORKER	3	13	16	3	12	0	0	1	0	16
SPECIAL ASSISTANT TO THE CHANCELLOR	0	1	1	0	1	0	0	0	0	1
SPECIALIST	110	167	277	186	79	2	10	0	0	277
SPORTS INFORMATION ASSISTANT	0	1	1	0	1	0	0	0	0	1
SR. LABORATORY ANIMAL TECH	1	0	1	1	0	0	0	0	0	1
STAFF ATTORNEY	0	2	2	1	1	0	0	0	0	2
STEAM & CHILLER PLANT ASSISTANT SUP	3	0	3	2	1	0	0	0	0	3
STEAM & CHILLER PLANT SUPERVISOR	3	0	3	2	1	0	0	0	0	3
STEAM AND CHILLER OPERATOR	26	0	26	17	9	0	0	0	0	26
STOCK CLERK	8	6	14	11	3	0	0	0	0	14
STOCK SUPERVISOR	2	1	3	2	1	0	0	0	0	3
STORES CLERK	2	3	5	5	0	0	0	0	0	5
STUDENT CENTER SECTION SUPERVISOR	2	0	2	2	0	0	0	0	0	2
STUDENT RECORDS COORDINATOR	0	8	8	8	0	0	0	0	0	8
SUPERINTENDENT	5	1	6	3	2	0	1	0	0	6
SUPERVISING TEACHER	3	22	25	21	4	0	0	0	0	25
SUPERVISOR	46	35	81	48	32	0	1	0	0	81
SUPPLY CLERK	1	0	1	0	1	0	0	0	0	1
SUPPLY STORE LEAD WORKER	1	0	1	1	0	0	0	0	0	1
SWIMMING POOL ATTENDANT	0	1	1	1	0	0	0	0	0	1
SWIMMING POOL MAINTENANCE TECHNIC	1	0	1	1	0	0	0	0	0	1
SWITCHBOARD OPERATOR	1	12	13	7	6	0	0	0	0	13
SYSTEMS ANALYST	20	17	37	33	3	0	1	0	0	37

Title	Male	Female	Total	White	Black	Hispanic	Asian	Amer. Indian	AK Native	Total
SYSTEMS PROGRAMMER	7	1	8	7	0	0	1	0	0	8
TEACHER (TTC)	93	72	165	145	15	1	3	1	0	165
TECHNICAL CLERK	13	295	308	231	76	0	0	1	0	308
TECHNICIAN	46	33	79	65	11	0	2	1	0	79
TELECOMMUNICATIONS SPECIALIST	1	1	2	2	0	0	0	0	0	2
TELECOMMUNICATIONS TECHNICIAN	16	0	16	13	3	0	0	0	0	16
TEST ADMINISTRATOR	1	6	7	4	3	0	0	0	0	7
TESTING TECHNICIAN	2	12	14	12	2	0	0	0	0	14
TRANSCRIPT ANALYST	1	14	15	12	3	0	0	0	0	15
TRANSFER ADMISSIONS CLERK	0	1	1	1	0	0	0	0	0	1
TRUCK DRIVER	9	0	9	9	0	0	0	0	0	9
UTILITY HEAVY EQUIPMENT OPERATOR	13	0	13	6	7	0	0	0	0	13
UTILITY WORKER	21	2	23	10	13	0	0	0	0	23
UTILITY WORKER - DRIVER	24	2	26	18	7	0	1	0	0	26
VENDING & CONCESSION COORDINATOR	1	0	1	1	0	0	0	0	0	1
VETERANS AFFAIRS CLERK	0	3	3	2	1	0	0	0	0	3
VETERANS AFFAIRS COORDINATOR	3	2	5	2	3	0	0	0	0	5
VICE CHANCELLOR	3	0	3	3	0	0	0	0	0	3
VICE PRESIDENT	43	21	64	50	14	0	0	0	0	64
WATCHKEEPER	19	6	25	11	14	0	0	0	0	25
WEB MASTER	3	0	3	3	0	0	0	0	0	3
WELDER	1	0	1	0	1	0	0	0	0	1
WORD PROCESSING OPERATOR	0	1	1	1	0	0	0	0	0	1
WORK ORDER CLERK	1	5	6	4	2	0	0	0	0	6
WRITER	2	7	9	8	1	0	0	0	0	9
TOTAL	6365	8391	14756	11304	2921	121	379	31	0	14756
Percentages	43.13%	56.87%	100.00%	76.61%	19.80%	0.82%	2.57%	0.21%	0.00%	100.00%

Appendix 2

Programs Terminated by the Tennessee Board of Regents

Institution	Program Terminated	Comments
APSU Austin Peay State University	<p>B.S. in Environmental Geography</p> <p>B.S. in Geology</p> <p>Biogeography concentration in the B.S. in Geosciences</p> <p>Data Processing concentration within the A.A.S. in Data Processing</p> <p>M.A. Ed. in Elementary Education</p> <p>M.A. Ed. in Health & Physical Education</p>	<p>Consolidate two B.S. degrees:</p> <ol style="list-style-type: none"> 1) Geography and 2) Geology, and rename the degree to a B.S. in Geosciences with the following actions. <p>Modify curriculum to establish five concentrations:</p> <ol style="list-style-type: none"> 1) Geology 2) Geographic Information Analysis 3) Global Environment and Development 4) Environmental Hazards 5) Soil and Water Management. <p>Phase-out ending 12/04</p>
ETSU East Tennessee State University	<p>M. Ed. in Reading</p> <p>M. Ed. in Physical Education</p> <p>Concentration in Sport Science within the M.A. in Physical Education</p> <p>Concentration in Fitness Leadership within the M.A. Physical Education</p> <p>Concentration in Art Education within the B.A. in Art and M.A. in Art</p> <p>Concentration in Industrial Arts/Technology Education within the M.S. in Technology</p>	<p>Consolidate the M.A. in Reading and the M. Ed. In Reading into one degree; the M. A. in Reading, with the following actions:</p> <ol style="list-style-type: none"> 1) Modify the curriculum of the M.A. in Reading by adding a non-thesis option 2) Change the name of a concentration from Reading/Storytelling to Storytelling within the M.A. in Reading. <p>Consolidate the M. Ed. in Physical Education and the M.A. in Physical Education into one degree; the M.A. in Physical Education</p> <p>Change the name of a concentration within the M.A. in Physical Education from Exercise Physiology, Sport Science to Exercise Physiology and Performance.</p>

East Tennessee State University	B.S. in Art and the Pre-Medical Illustration concentration within the B.S. in Art B.S. in Economics M. Mu. Ed.	Phase-out ending 12/03
MTSU Middle Tennessee State University	Master of Science in Teaching - Biology (M.S.T.) Master of Vocational-Technical Education (M.V.T.E.) Undergraduate two-year certificate in Administrative Business A.A.S. in Law Enforcement B.S. in Industrial Education B.S. in Marketing Education D.A. in History	Consolidate the M.S.T. in Biology and the M.S. in Biology into one degree; the M.S. in Biology. Modify curriculum to establish a specialization in Biology Education. Phase-out ending 12/04 Phase-out date to coincide with the implementation of the Ph.D. in Historical Preservation
TSU Tennessee State University	M.A. Ed. in Family and Consumer Sciences B.S. in Special Education	
TTU Tennessee Technological University	B.S. in Professional Communication B.S./B.A. in Economics within the College of Arts and Sciences B.M. in Music Therapy	Consolidate with the B.S. in English-Journalism into a single degree: B.S. in English-Communications with the following actions: Modify the curriculum to establish a concentration in 1) Journalism with an option in either Public Relations or News Editorial, and 2) Professional Communication with an option in either Scientific Writing or Public Service.
UM University of Memphis	B.S. in Psychology	Consolidate B.S. and B.A. in Psychology with the following actions: 1) Modify the curriculum of the B.A. in Psychology to include two concentrations that were previously under the terminated B.S. in Psychology: Behavioral Neuroscience and General Psychology

University of Memphis	B.S.I.S. in Industrial and Systems Engineering B.B.A. in Production Operations Undergraduate Certificate in Legal Assistant Ed.D. in Special Education	Was terminated by the Board 08/01
CSTCC Chattanooga State Technical Community College	A.A.S. degree in CAD/CAM Engineering Technology A.A.S. degree in Civil Engineering Technology A.A.S. in American Sign Languages Studies	Consolidate three existing A.A.S. degree programs, 1) Civil Engineering Technology, 2) CAD/CAM Engineering Technology, and 3) Mechanical Engineering Technology into one degree, A.A.S. in Engineering Technology with three concentrations. Phase out 6/05
CSCC Cleveland State Community College	Technical Certificate in Electro-Mechanical Maintenance Technical Certificate in Banking Technical Certificate in Medical Lab Technology A.A.S. in Paralegal/Legal Assistant	Encompass the training under the Workforce Preparedness Technical Certificate. Encompass the training under the Workforce Preparedness Technical Certificate. Encompass the training under the Workforce Preparedness Technical Certificate. Consolidate the program into the A.A.S. in Public and Government Services and establish a concentration in Paralegal THEC approval expected 7/03
CoSCC Columbia State Community College	Technical Certificate in Dance Studio Management A.A.S. in Medical Laboratory Technology	Phase-out ending 6/03 Phase-out ending 6/02
DSCC Dyersburg State Community College	A.A.S. in Industrial Electronic Technology	Program terminated by Board action in 2000.
JSCC Jackson State Community College	Two concentrations: 1) General and 2) Technical within the A.A.S. in General Technology	This will in effect consolidate the two concentrations into the A.A.S. in General Technology.
MSCC Motlow State Community College	Technical Certificate in Electronics Technical Certificate in Microcomputer Technical Certificate in Production Management Technical Certificate in Workforce Preparedness	 Phase-out ending 12/04

NSCC Nashville State Technical Community College	A.A.S. in Architectural Engineering Technology A.A.S. in Civil and Construction Engineering Technology A.A.S. in Environmental Engineering Technology A.A.S. in Manufacturing Engineering Technology	
PSTCC Pellissippi State Technical Community College	Technical Certificate in Environmental Technology and Safety A.A.S. in Chemical/Environmental Engineering Technology	Phase-out ending 6/04 Phase-out ending 12/03
RSCC Roane State Community College	A.A.S. in Office Administration Technical Certificate in Phlebotomy Technology A.A.S. in Medical Laboratory Technology	Approved 9/02 Inactivated by Board 12/01 with phase-out ending 12/04
STCC Southwest Tennessee Community College	A.A.S. in Civil Construction Engineering Technology A.A.S. in Biomedical Engineering Technology A.A.S. in Industrial Engineering Technology A.A.S. in Court Reporting Technology Concentration in Travel and Tourism within the A.A.S. in Hospitality Management Technology A.A.S. in Geographic Information Systems A.A.S. in Chemical Engineering Technology Concentration in Non-Programming/Desktop Publishing within the A.A.S. in Information Technology A.A.S. in Medical Assistant Technology	Establish two concentrations within the A.A.S. in Architectural Engineering Technology: 1) Civil and Construction Engineering and 2) Architectural Design. Inactivated by Board 12/01 with phase-out ending 12/04 Establish two concentrations within the A.A.S. in Mechanical Engineering Technology: 1) Mechanical Design and 2) Manufacturing. Phase-out ending 6/05 Establish a Court Reporting/ Closed- captioning concentration within the A.A.S. in Office Administration. Phase-out ending 12/03 Phase-out ending 6/05 Phase-out ending 12/03 Phase-out ending 6/03 Terminated by Board 3/00 with phase-out ending 12/00
WSCC Walters State Community College	A.A.S. in Computer Networking	Phase-out ending 12/03 Establish a concentration in Computer Networking within the A.A.S. in Computer and Information Science.

	Technical Certificate in Database Specialist	Phase-out ending 12/03
	Technical Certificate in Computer Technician	Phase-out ending 12/03